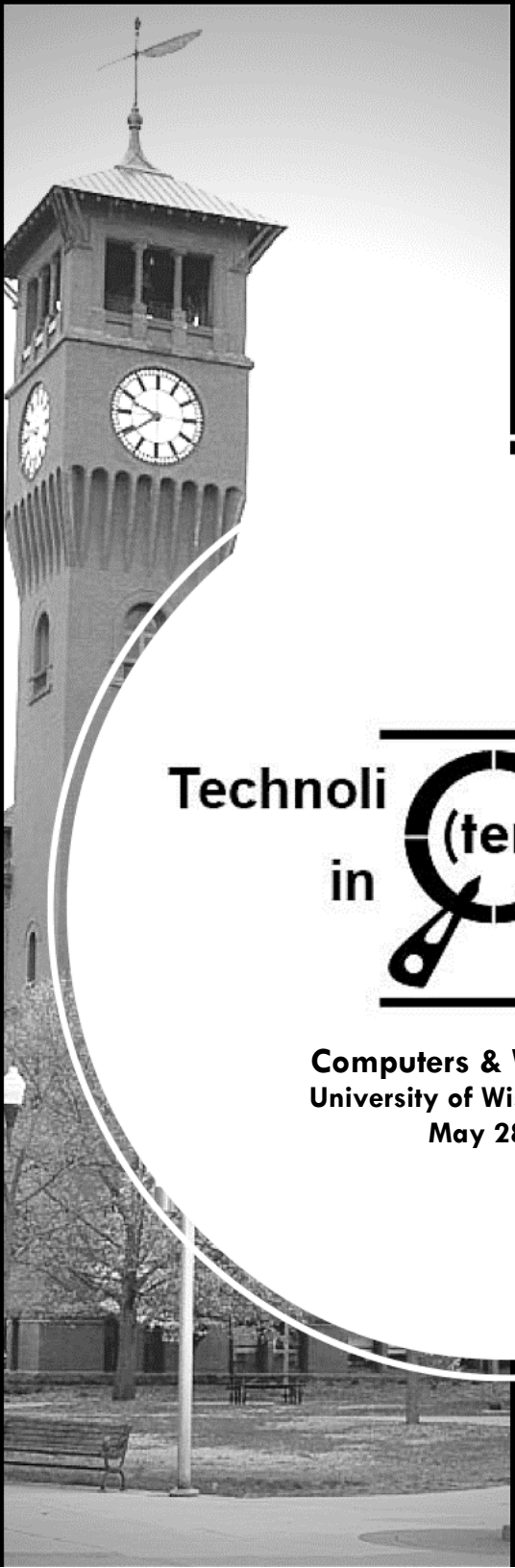


Technoli(ter)acy in Ventions

Computers & Writing 2015
University of Wisconsin – Stout
May 28 - 31

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Welcome Message

On behalf the College of Arts Humanities, and Social Sciences, and the Department of English and Philosophy, it is my distinct honor to welcome you to the University of Wisconsin – Stout. I've attended many conferences over the course of my academic career, but Computers & Writing is always the event that I most look forward to each year.

This year, our conference theme is *Technoliteracy In(ter)ventions*. As new technologies are invented, they redefine what it means to be a literate society in the 21st century. As those technologies emerge, interventions inevitably follow.

Finally, I would like to thank you all for attending Computers & Writing 2015. Without you, this conference could not be possible. If you have a concern or question please don't hesitate to let me know. You may also email me at ruefmand@uwstout.edu or connect with me on Twitter @TheGreatDenial.

Daniel Ruefman
Conference Chair

Basic Conference Schedule

Thursday, May 28th

Time:	Activity
7:30 AM – 4:30 PM	Registration and Check-In
7:45 AM – 8:45 AM	Breakfast in Price Commons (Free with dormitory stay)
9:00 AM – 12:00 PM	Morning Workshop Sessions
12:00 PM – 1:00 PM	Lunch in Price Commons
1:00 PM – 4:00 PM	Afternoon Workshop Sessions
6:00 PM – 8:00 PM	Opening Banquet in the Great Hall Keynote by Dr. Cheryl E. Ball **Sponsored by Bedford / St. Martin's**

Friday, May 29th

Time:	Activity
7:30 AM – 4:30 PM	Registration and Check In
7:15 AM – 8:15 AM	Breakfast in Price Commons (Free with dormitory stay)
8:30 AM – 11:15 AM	Social Justice Working Group
8:30 AM – 9:45 AM	Concurrent Session A
9:45 AM – 11: 15 AM	HASTAC / CW Collaborative Panel
10:00AM – 11:15 AM	Concurrent Session B
11:45 AM – 1:00 PM	Lunch in the Great Hall Keynote by Kelly McCullough (Sci-Fi novelist)
1:00 PM – 1:30 PM	Break / Kelly McCullough Book Signing
1:30 PM – 2:45 PM	Concurrent Session C
3:00 PM – 4:15 PM	Concurrent Session D
4:30 PM – 5:45 PM	Concurrent Session E
6:15 PM – 7:30 PM	Dinner in the Great Hall Welcome by Chancellor Meyer Awards Banquet
7:45 PM – 10:00 PM	Mable Tainter Tours

Saturday, May 30th

Time:	Activity
7:30 AM – 4:30 PM	Registration and Check In
7:15 AM – 8:15 AM	Breakfast in Price Commons (Free with dormitory stay)
8:30 AM – 9:45 AM	Town Hall Technoliterate In(ter)ventions: Surveillance, Privacy and Net Neutrality
8:30 AM – 9:45 AM	Concurrent Session F
10:00 AM – 11:15 AM	Concurrent Session G
11:45 AM – 1:00 PM	Lunch in the Great Hall Keynote by Dr. Meg Noodin
1:30 PM – 2:45 PM	Concurrent Session H
3:00 PM – 4:15 PM	Concurrent Session I
4:30 PM – 5:45 PM	DALN Organizational Meeting
4:30 PM – 5:45 PM	Concurrent Session J
5:30 PM – 8:00 PM	Dinner around town Explore Menomonie on Your Own
8:00 PM – 10:00 PM	Bowling Night

Sunday, May 31st

Time:	Activity
7:30 AM – 4:30 PM	Registration and Check In
7:15 AM – 8:15 AM	Breakfast in Price Commons (Free with dormitory stay)
8:30 AM – 9:45 AM	Concurrent Session K
10:00 AM – 11:15 AM	Concurrent Session L
11:15 AM – 12:15 PM	Box Lunch Pick-Up
11:45 AM – 1:00 PM	Concurrent Session M
TBA	7Cs Organizational Meeting Town Hall / All are Welcome

Acknowledgements

What makes the Computers & Writing Conference so special is the community of scholars that is drawn to it every year. Without the support of that community, both locally and nationally. It is truly humbling to have the support of faculty from across 5 different time zones who have made valuable contributions to this event. A special thanks is extended to the following individuals:

Planning Committee
Daniel Ruefman, Conan Kmiecik, Mialisa Moline, Maureen Olle-LaJoie, Alan Benson, Abigail Grant Scheg, Dan Anderson, Ashley Hall, Seth Berrier, Brent Dingle, Joleen Hanson, Genesea Carter, Mitch Ogden, Glenda Jones, Kate Edenborg, Tiffani Taggart, Taylor Schaa, Julie Riedel

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Wireless Access

For this event, wireless access will be through the StoutGuest network. To access this network, connect to the wireless signal and follow these simple steps:

1. Open Internet Explorer or any web browser and go to the stout homepage: http://www.uwstout.edu/

2. Enter your email address into the sign in field. A valid email address is necessary for use of the StoutGuest network.

3. After 4 hours, you will need to enter in your email address again in order to re-authenticate.

4. If you are still unable to access the internet, please go to the registration desk or dial x2000 from a campus phone

Safe Zones

All conference participants have a right to a harassment-free venue. Thus all conference proceedings (sessions, meals, keynotes, town halls, roundtables, workshops, etc.) occur in safe zones. Though spirited academic debate is encouraged, please do so in a manner that is respectful to every individual.

Conference goers who are committed to ensuring a safe space for all participants regardless of gender, sex, race, size, age, ability, national origin, or perceived religious affiliation will wear the below sticker on their name tags. To attain a sticker, see Glenda Jones or visit the registration table for details.



Concerns or complaints may be directed to conference staff at the registration table, or to Daniel Ruefman during conference hours.

Photography and Videography

All conference proceedings are subject to digital photography or videography. However, we would also encourage all participants to document their experiences at UW-Stout for themselves. Please share your photos and videos with the Computers & Writing Community via twitter @candwcon, or Facebook CandWCon.

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Favorite Dining Spots

Log Jam Bar: Menomonie's Log Jam boasts something for everyone. Stop in and try one of their award winning burgers or sample more than 20 beers on tap (http://logjambarandeatery.com/).
709 South Broadway
715-235-0703

The Waterfront Bar & Grill: Located on Lake Menomin, The Waterfront Bar & Grill offers a patio on the water, and rustic décor. Stop in for a classic fish fry or wings.
512 Crescent Street
715-235-6541

The Abbey: This newly renovated pub has the best pulled pork in town. Try their pulled pork nachos, sandwiches, or their house soup & salad special.
414 Main Street East
715-235-5100

Zanzibar: Zanzibar offers the most "eclectic" menu in town. Can't decide whether you're in the mood for American, Asian, Latin, or Fusion cuisine? Zanzibar blends the best of all worlds (http://www.zanzibarmenomonie.com/).
228 East Main Street
715-231-9269

Ted's Pizza: One of Menomonie's favorite local pizza shops, Ted's Pizza also offers some of the area's best gyros, "sammies," and pasta.
306 Main Street East
715-235-0606

Acoustic Café: This is a nice stop for soups, salads, and hoagies. Not only that, Acoustic has a nice selection of local craft beer, coffees, teas, Italian sodas, and ice cream.
102 Main Street West
715-235-1115

Marion's Legacy: A great coffee shop with fresh baked pastries and gourmet chocolates, Marion's also boasts daily soup special.
632 S. Broadway Street
715-231-2580

The Raw Deal: Into raw, vegan, natural juice options? Then the Raw Deal is the place for you.
544 South Broadway Street
715-231-3255

Thursday – May 28, 2015
Pre-Conference Workshops

Graduate Research Network – Memorial Student Center Ballrooms
9:00 AM – 4:00 PM (Break for lunch 12:00 PM – 1:00 PM)
Janice Walker, Georgia Southern University
Angela Haas, Illinois State University
Barbi Smyser-Fauble, Illinois State University

Humanities Fabrication: Photogrammetry, 3D Modeling and 3D Fabrication – FAB Lab
9:00 AM – 4:00 PM (Break for lunch 12:00 PM – 1:00 PM
Seth Berrier, University of Wisconsin – Stout
Emi Bunner, University of Wisconsin – Stout
Mike Cropp, University of Wisconsin – Stout

1. Overview and tour of the UW–Stout FabLab, with explanations and demonstrations of the processes (mini-mill, vinyl cutter, laser engraver, CNC router, CNC plasma, & 3D printer).
2. Creation of a 3D digital model of a humanities object through photogrammetric modeling (software = PhotoScan). A series of photographs taken in 360 degrees around an object are stitched together to create a high-resolution 3D rendering with mesh and texture maps.
3. Conversion of the 3D digital model to a "print-ready" format. The chosen humanities object will be fabricated through the most-appropriate fablab process. Finished products may require additional time to produce and can be retrieved before the end of the conference.

Switch to InDesign, Switch to DITA: A Workshop in Learning InDesign Alongside Darwin Information Typing Architecture
9:00 AM – 4:00 PM
Jill Morris, Frostburg State University

This full-day workshop presents the process that our university went through when switching two publications (one major, one minor) to using Adobe InDesign instead of Microsoft Word or Publisher for layout and page design. Although that is a switch that many departments have already made, others that were holding out because of cost and upgrades may choose to introduce this software now because of the introduction (and success) of Adobe's Creative Cloud program, now a year and a half into its reign. The workshop will go on to discuss why such a time is ideal for introducing Darwin Information Typing Architecture (DITA) to technical writing and design courses *despite* InDesign's native lack of DITA support. Thus, the workshop will present an introduction to InDesign and DITA,

as well as a little bit of how to create graphics using Illustrator that are compatible with the DITA open toolkit.

aMused – An Introduction to Web Authoring in Adobe Muse
9:00 AM – 12:00 PM
John Jacobs, Clemson University

This workshop is intended for the Adobe Muse virgin and the html terrified. Adobe Muse is a sophisticated website authoring tool which utilizes attributes of Adobe InDesign to create visually stunning, interactive, content rich HTML5 websites without the need to understand html, JavaScript or CSS. The deceptively simple interface requires some initial familiarity with InDesign in order to be comprehensible, but once the basics are grasped, authoring becomes a simple as dragging images and text into the interface and arranging them as you desire.

Teachers and grad-students alike will find the skills and design opportunities useful for creating content rich, experience driven digital spaces. We will go over the basics of the Muse methodology, construct individual websites from participate resources, and export fully functional websites ready for upload. We will even explore how to use Muse to customize the experience for desktop, tablet and phone users.

This full day workshop will require that participants have access to Adobe Muse on their computers or computers available in the training area. At the very least, participants should download the 30 trial of Muse from adobe.com (approx. 1 week) prior to attending the conference.

Composing and Publishing Digital Scholarship
9:00 AM – 12:00 PM
Doug Eyman, George Mason University
Cheryl Ball, West Virginia State University

This half-day workshop will guide and encourage authors interested in composing digital scholarship for online journals and presses. Editors from *Enculturation*, *Kairos*, and *Computers and Composition Online* will discuss authoring processes from the beginning of research projects to the publication stage, including visualizing, storyboarding/prototyping, creating sustainable and accessible designs, querying editors, finding local resources, submitting webtexts, and revising in-progress work. Authors interested in starting (or finishing) any kind of digital scholarly project will benefit from this workshop.

Lunch in Price Commons Cafeteria
12:00 PM – 1:00 PM

Cyborg Gaze: Making Identities and Images in the C&W Community
1:00 PM – 4:00 PM
Stephanie West-Puckett, East Carolina University
Will Banks, East Carolina University
Robert Puckett, East Carolina University

Using photographs from previous Computers and Writing conferences that have been miniaturized and converted to film, participants will make View Master reels that tell contemporary visual "petits récits" (Lyotard as qtd. in Curie, 1998).

We'll share these little, local narratives of experience with each other and consider whether or not we can create powerful images for those outside the field while maintaining the dissensus that defines our community. A queer object with a conflicted past including use as a technology of capitalism, a technology of war, a technology of medicine, and, of course, a technology of play, the Viewmaster is also a technology of "seeing." Making for and with it will prompt us to consider the relationship between objects and stories and the ways we gaze and are gazed upon by others, underscoring the continued need to enact a cyborg responsibility to examine the dynamic and fluid interplay between people, objects, contexts, and stories in our community.

Podcasting Together: Recording, Editing, and Sharing Sound
1:00 PM – 4:00 PM
Courtney Danforth, College of Southern Nevada
Haley Ferris, University of Louisville
Benjamin Kuebrich, Syracuse University
Kyle D. Stedman, Rockford University
Mary Hedengren, University of Texas at Austin

This half-day workshop gives participants an intense practice session in field audio production, led by podcasters in the rhetoric and composition community. Small groups of participants (at all levels of experience) will work together to create short audio segments responding to the conference's theme of technoliteracy in(ter)ventions, with the goal of creating a collection of sonic texts suitable for distribution in a rhetoric-themed podcast. Our aim is to help participants gain practical knowledge of the recording and production process while simultaneously lowering the intimidation factor of using unfamiliar tools and modes. Therefore, we'll practice basic techniques of recording, editing, layering, mixing, and publishing sound—skills that participants can then use in their scholarship, teaching, and podcasting efforts.

Show Us Your Stuff: Materializing Composing Processes
1:00 PM – 4:00 PM
Hannah Rule, University of South Carolina
Laura Micciche, University of Cincinnati
Cydney Alexis, Kansas State University

This interactive workshop session focuses on diverse materialities that animate composing. We conceive materialities as writing technologies (pencil, notebook, computer, keyboard), objects that surround writing (televisions, mugs) as well as more transient and environmental factors like sound, space, others, memory, and feeling.

Our workshop explores composing as an enigmatic yet paradoxically grounded experience as well as one rich with "stuff"—the stuff of making, to be sure, but also the stuff of identity formation and community membership. We will begin with brief introductory framing statements by each participant and then curate a set of guided writing and discussion activities aimed at provoking stories, memories, and sensory associations with composing stuff.

Sustained Development: Creating Customized OWI Instructor Training Programs Which are Built to Last
1:00 PM – 4:00 PM
Andrea Deacon, University of Wisconsin – Stout

The 2013 Position Statement of Principles and Example Effective Practices for Online Writing Instruction (OWI) helpfully lays out principles to guide faculty training and development; these principles are presented as "baseline requirements" for effective OWI instruction, but may not be entirely feasible or sustainable for many financially or resource-strapped institutions. Based on research from the workshop leader, participants will be presented with several institutional models of training and development—models that vary widely in terms of funding, intensity, and administrative commitment and support. Through discussion, small group, and individual work, participants will develop ideas for a sustainable instructor training and development program within the context of their own university's budget, resources, and administrative support structure.

SWIFT In(ter)vention: an Interactive Workshop on Ethical Game Design
1:00 PM – 4:00 PM
Peter Brooks, University of Wisconsin-Milwaukee

Concerns over gamification have lead game scholars and designers to (re)introduce true, ethical game design methods to educational stakeholders. Following these scholars, I invite C&W attendees to participate in three activities aimed at (re)introducing ethical game design through discussion, play, and creation in the writing classroom.

First, we will have an active discussion aimed at understanding the problems of current gamification practices and a return to ethical game design practices like goal setting, collaboration, and transparency. Second, participants will experience these practices as players through a simulated writing activity I use in Business Writing classes called SWIFT. Finally, participants will become game designers, and create or revise their own writing assignments using ethical game design principles.

Opening Banquet & Keynote

6:00 PM – 8:00 PM | MSC – The Great Hall
Dr. Cheryl E. Ball, West Virginia University

"Inventing Publishing, or How C&W Rules the World"

It's no surprise to the Computers & Writing community that we are an inventive lot full of technological innovators, digital troublemakers, and pedagogical wonders. The digital firsts in our field signify its bleeding edge qualities while our leaders' support exemplifies the depth of our studies. Our short 30-year history allows this field to be nimble, and it is to that history and its current repercussions in academic publishing that I will speak, laying out some future directions and opportunities in which C&W will continue to invent publishing.



Cheryl E. Ball is editor of *Kairos: Rhetoric, Technology, and Pedagogy*, and associate professor of digital publishing studies at West Virginia University. She has edited numerous special issues of digital writing studies journals and several book collections, including the award-winning The New Work of Composing (CCDP, 2012). She regularly publishes on digital scholarship, multimodal composition, editorial pedagogy, and academic professionalization in peer-reviewed and popular venues. Ball has written several textbooks on visual and multimodal rhetoric, including Writer/Designer: A Guide to Making Multimodal Projects (Bedford, 2014; with Kristin Arola and Jenny Sheppard). In 2012, she won the CCCC Technology Innovator (aka Troublemaker) Award. Her online portfolio can be found at: http://ceball.com.

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Friday – May 29, 2015

Social Justice Working Group | Session A & B: Friday 8:30 – 11:15
MSC – Great Hall

Facilitators Include: Kristine Blair, Bowling Green State University, Phill Alexander, Miami University, Kristin Arola, Washington State University Will Banks, East Carolina University Kristine Blair, Bowling Green State University Emi Bunner, University of Wisconsin – Stout, Angela Haas, Illinois State University Donnie Johnson Sackey, Wayne State University Jill Morris, Frostburg State University Cynthia Selfe, Ohio State University Brent Simoneaux, Raleigh, North Carolina Melanie Yergeau, University of Michigan

Session A (Friday 8:30 – 9:45)

Session A1: Friday 8:30 – 9:45, Room JHSW 110-162
Panel Theme: Usability
Chair: Naomi Silver

Melanie Salome, University of Texas – El Paso
"A Usability Evaluation of Multi-Modal Feedback in the Undergraduate Composition Classroom"

The purpose of this presentation is to examine innovative software applications, Grade Mark and Teacher Feedback, which are used in responding to students' writing in the classroom. In doing so, the focus of this discussion is to assess these software applications in terms of teacher usability, cognitive load, delivery, and effectiveness.

Will Kurlinkus, University of Oklahoma
"Memorial Interactivity: Planning Nostalgic UX"

In this presentation I describe the concept of *memorial interactivity*, how rhetorical-designers scaffold the audience memories that make texts meaningful. I divide memorial interactivity into three interactions: *narratability* (the ability to tell stories about meaningful interactions), *connoisseurship* (participating in a cult of consumerism that requires memorable protocols as badges of membership), and *craft* (memories associated with partially building an object).

Li Li, Elon University
"The Dao of Website Design: Exploring the Role of Culture in the Visual Rhetoric of Chinese and American University Websites"

The presentation contextualizes web designs in Chinese and American visual tradition, aesthetics and philosophy. Compared with American universities, Chinese universities adopt a visual language that is inherited from Chinese traditional landscape paintings and shaped by Daoist and Confucian philosophy. This study contributes to the understanding of the role of culture in the visualization of information and offers technical communicators and writing instructors advice on the construction of culturally sensitive websites.

Naomi Silver, University of Michigan
"Inventions in 'Web-Sensibility': Coding ePortfolios for Research"

This presentation will share the process by which researchers in a writing program created a "web-sensible" codebook for an ePortfolio-based longitudinal study of writing. Attendees will take away materials for implementing similar methods in their own multimodal research projects.

Session A2: Friday 8:30 – 9:45, Room JHSW 112-128
Panel Theme: Archiving
Chair: Christine Jach

Jennifer Warfel Juszkiewicz, Indiana University
"The New York Public Library: Digitally Remade, Not Undone"

The New York Public Library has used social media, particularly Twitter, in order to remake its identity without undoing its history. Their most popular Twitter thread to date, #IReadEverywhere, encourages followers to post photos of themselves reading in their favorite places. These readers represent—to and for the NYPL—their bodies, spaces, and reading identity. I will contend that social media can renovate even the most traditional of institutions—often in ways they couldn't predict or control.

Christine M. Jach, Purdue University
"Databases as In(ter)ventions in Composition Pedagogy

This presentation explores the in(ter)ventional strategy of teaching composition with databases. By critiquing everyday web applications that draw from large databases—Twitter, Pinterest, and Wikipedia, for example—students see how cultural categories and classifications are perpetuated. Understanding databases develops technological literacies and self-efficacies, helping us to see beyond the interfaces of digital applications, pointing towards the ways that they are rhetorical and reflective of cultural influences.

Josh Mehler, University of California, Santa Barbara
"A Digital Genre Archive: Digital Curation as a Means to Genre Literacy"

This presentation focuses on an online Digital Genre Archive project in which students are tasked with collecting, describing and tagging genres. This presentation points to two ways that this represents an effective digital intervention to foster genre literacy: first, as a site for students to collaboratively construct knowledge about genre and, second, as a way to help students see genres as existing in response to material exigencies.

Kathleen Daly, University of Wisconsin – Madison
"New Media Matter Matters: Preservation, Access, and Literacy in Digital Archives"

In this presentation, I question how conceptualizations of archival preservation, access, and literacy are taken up in digital contexts. Specifically, I explore the ways in which new media changes how and why matter matters, arguing that digital archives must be conceived of as a space of complex agential intra-actions that constitute processes of mattering.

Session A3: Friday 8:30 – 9:45, Room JHSW 114-80
Panel Theme: Pedagogy
Chair: Estee Beck

Mariah Douglas, University of Louisville
"The Application of New Media Within the College Composition Classroom's Prewriting Pedagogy"

The presenter will discuss findings of new technological prewriting techniques that can be utilized as interventions in the composition classroom; this presentation will draw connections from these prewriting advancements to the current college students' social media literacies, while also explaining how instructors can productively bring their current pedagogy into this new age of technology.

Lynn Lewis, Oklahoma State University
"Time Plays Among the Speed-Steeped: Approaches to Pedagogy"

This presentation describes pedagogical approaches that privilege temporality as chief agent in the writing classroom. In my talk, I will argue that what it means to be literate, to be educated, to be an engaged and active writing and composing citizen is enriched when reinterpreted with significant attention to what is valued about temporality. I provide specific pedagogical examples in order to support my argument.

David Bedsole, Florida State University
"Template Anxiety: A Question of Metaphors?"

This video essay explores template anxiety in terms of metaphors, using my own experience as a teacher, writer, and designer, and the experiences of colleagues and students as they make use of the Digital Studio at Florida State University. It seeks to pull out and attempt to organize experiences with templates, in order to begin to answer the questions: What are our metaphors about templates? Are we anxious about template usage? And why? And, should we be?

Benjamin Spanbock, University of California, Berkley
"Creating Interactive Webpages to Highlight Student Success"

Using student-generated content to create interactive webpages for writing classrooms raises significant questions concerning ownership, socialization, evaluation, and equal access. Fortunately, the evolution of the web as an instructional platform also promises many new and hopefully satisfying solutions. This presentation will explore some of my choices when creating an online workspace with students this year for Helen Hunt Jackson's 19th century ethical romance novel *Ramona*.

Session A4: Friday 8:30 – 9:45, Room JHSA 146-78
Panel Theme: Student Mentoring
Chair: Allison Welker

Elizabeth Busekrus, Missouri Baptist University
"Tutoring Writing in an Online Context: A Simulacrum, an Identity Battle, and Kairotic Potential"

The creation of *kairos*, defined as the opportune moment or "aha," can lead to meaningfulness in the realm of online tutoring. Though online tutoring companies have been trending for nearly two decades, its potential has yet to be fully explored. This presentation will discuss the framework and purposes for tutoring writing in a technological environment. Then, the presenter will review the disadvantages of this simulacrum (hyperreal place), such as its disconnectedness from the identities and writing needs of students.

Alyson Welker, University of Colorado
"'See' You Later: Online Conferencing with Students"

I have conducted, observed, and recorded online writing conferences since 2010 with a great variety of students: remedial freshman to graduate students to second language students. The tools I've found most successful for use in this platform were not intentional, nor could I have predicted the extent that they would reach and influence my students. This new rhetorical space needs to be reshaped through further analysis and exploration to best educate our students and teachers in the hopes of creating a more stable and cohesive environment.

Lyra Hilliard, University of Maryland
"Synchronous Interventions: Revisiting Web conferencing in the Composition Classroom"

In my presentation, I will argue that a blended learning environment that includes web conferencing sessions is ideal for the first-year composition classroom. I will demonstrate that the affordances of well-run web conferencing sessions allow for greater participation, more effective collaboration, and a stronger sense of classroom community than is possible in other formats.

John Gallagher, University of Illinois
"Multimodal Feedback: Assessing Traditional Writing with Sound and Video"

This paper examines a longitudinal study of multimodal feedback offered to students over the course of multiple semesters. The feedback takes the form of screen-captures and videos of the instructor to weigh the effectiveness of traditional (written) vs. audio-visual feedback. In terms of findings, this study argues this feedback has four distinct advantages: tone, newness, reusability, and articulation of positives. This project shows that audio-visual feedback enhances the revision process.

Session A5: Friday 8:30 – 9:45, Room JHSA 142-78
Panel Theme: Gaming
Chair: Elizabeth Fleitz

Jennifer England, New Mexico State University
"Virtual Worlds and Real-World Concerns: Using the 'Embodied Experience' of Gameplay to Explore Nature and the Environment in Mainstream Roleplaying Videogames"

In this presentation, I further explore mainstream roleplaying post-apocalyptic videogames for representations of nature and the environment through an autoethnographic study of game mechanics and game play. Findings could benefit the disciplines of environmental communication and games and media studies by bringing together the embodied experience of game play and environmental rhetorics in order to learn how interacting communication in virtual worlds has real-world implications for our rapidly changing natural environment.

Elizabeth Fleitz, Lindenwood University
"All Your Font are Belong to Us: Gaming in the Late Age of Print"

This study explores the 2013 iOS game *Type: Rider*, a platformer that sends the player through the history of typography, from its origins in cuneiform, to the Gothic beginnings of the printing press, to the twenties, and ending in the digital

world. The study uses *Type: Rider* to discuss the concept of the "imagetext," exploring how this "late age of print" interprets the impact of typography in our culture.

Justin Schumaker, University of Wisconsin – Milwaukee
"'Game Over, Man. Game Over': Computer Game Literacy in Wake of a Culture War"

This paper sees GamerGate as an opportunity to reflect on what it means to teach and thinking about computer games in the college classroom. While GamerGame is admittedly a vile and insidious movement, the attention is has brought computer games provides an opportunity to reflect on what it means to teach them during the 21st century, and this project considers some of those possibilities.

Kristopher Purzycki, University of Wisconsin – Milwaukee
"So Who's Right? Analyzing Rhetorical Leverage Points of #Gamergate to Discuss Ethics and Stakeholders"

In this presentation, I discuss the importance of conceiving of complex, multi-channel discourses as locations where convergence, conflict, and redirection of engagement occurs. As with my English 101 students, I will demonstrate how tracing public discourse and scrutinizing these leverage points as rhetorical hot-spots assists in our classroom discussions of ethically considering our intended audiences as well as other stakeholders.

Session A6: Friday 8:30 – 9:45, Room JHSA 150-65
Panel Theme: Social Media
Chair: Joseph Cirio

Christopher Parsons, University of Michigan
"Reporting on the Nation's Report Card: The Construct of the Computer-Based NAEP Writing Assessment"

Despite its stated purpose of providing a continuous snapshot of American K-12 students' writing ability, the 2011 National Assessment of Educational Progress (NAEP) in writing is not statistically comparable to previous years. This presentation: a) traces evolving writing constructs of the NAEP writing from 1969-2011; b) argues that the consequential validity of the new construct should be understood as having the potential of evening the achievement gap between male and female students.

Joseph Cirio, Florida State University
Jacob Craig, Florida State University
"Stitching the Tapestry: Constructing a Narrative of a Writing Program through Mundane Documents"

Our presentation considers what we might learn about the profession as told through the documents that composition scholars and teachers make, steal, and circulate. Using an ecological framework, we examine two documents commonly composed and circulated in a writing program: a syllabus and a student-negotiated rubric.

Crystal Sands, Excelsior College
"Making a Difference for Beginning Writers with a New Kind of OWL"

This presentation will showcase a new, highly interactive, media-rich, online writing lab at Excelsior College. This presentation will share results of national research studying the effectiveness of the Excelsior College OWL. Building upon research on best practices for writing instruction as well as the latest research on the benefits of multimedia instruction, the Excelsior College OWL works to create a warm, engaging environment for students, which is now supported by national studies.

Session A7: Friday 8:30 – 9:45, Room JHSW 113-49
Panel Theme: Professional Development & Support
Chair: Marcia Bost

Patricia Poblete, Iowa State University
"Transformative Composition and Performativity: Digital Scholarly Work as Academic Fanficion"

In previous years, conference presenters were reliant on word of mouth or conference proceedings to disseminate ideas, but social media provides the opportunity (or threat) of live commentary on and critique of the scholarly conversation. This presentation examines the interplay of voice, attribution, and performativity that constitute scholarship via social media, and offers the lens of transformative work to more clearly articulate the heft of this communicative digital labor.

Ellery Sills, Purdue University
"New Media Assessment as Disciplinary Sensemaking: The Retrospective Recognition of Alternate Academic Work"

This presentation examines new media assessment as an example of disciplinary sensemaking in Composition Studies. I argue that new media compositions, in their challenge to the persistent print-based assumptions of the field, offer a

potent and timely instance of alternative academic work increasingly being recognized as disciplinary. A close reading of existing new media assessment scholarship, and the frameworks articulated by this scholarship, reveals the retrospective disciplinarity of new media assessment.

Marcia Bost, Shorter University
"Intervening in the Master Course Philosophy"

With research suggesting that instructor involvement is necessary for both the design and teaching phases of online learning, the "Master Course Philosophy" appears to cut that involvement short. I propose in this presentation to explore the means and media for expanding the possibilities for creation of presence within an administratively imposed design. These means will enhance both participation and presence as online instructors can begin to see ways to work within, through and around design restrictions.

Session B (Friday 10:00 – 11:15)

Session B1: Friday 9:45 – 11:15, Room JHSW 110-162
Building Connections Across DH and Computers & Writing: A C&W / HASTAC Simulcast / Cross-Conference
Chair: Dan Anderson

Dan Anderson, University of North Carolina Chapel Hill
Merideth Garcia, University of Michigan
Kathie Gossett, Iowa State University
James Hammond, University of Michigan
Trent Kays, University of Minnesota
Steven Krause, Eastern Michigan University
Amanda Licastro, City University of New York
Liza Potts, Michigan State University
Joanna Schmidt, Texas Christian University

Session B2: Friday 10:00 – 11:15, Room JHSW 112-128
Panel Theme: Assessment
Chair: Lopa Basu

Yunye Yu, Georgia State University
"Reveal the Myth of (in)directness: A Study on Chinese Social Media Users' Rhetorical Preference"

This research intends to investigate Chinese social media users' rhetorical preferences in a global setting. By employing an experiment in which participants are presented a set of social media postings and later required to respond on a 7-point scale, their rhetorical preferences will be analyzed through

statistical methods such as ANOVA or MANOVA. Research findings will be interpreted from angles like cultural analysis, context analysis, and censorship issues.

Lopa Basu, University of Wisconsin – Stout
"Self Disclosure and Censorship in Facebook Status Updates"

My paper examines the genre of the Facebook status update as a new site of autobiographical writing and performance. However, unlike other sites, autobiographical writing in Facebook is strictly policed by the like function attached to the status update, effectively excluding difficult personal material. I will examine if there is any potential to subvert this paradigm and change group expectations of the kind of material that will be accepted on Facebook.

Ryan Edel, Illinois State University
"Digital Autography: Social Media and Cultural Narratives of 'Personal' Experience"

The disconnection between pedagogy and social media alienates students and reinforces outdated conceptions of the primacy of text. Students and adults are "pulled in" through the ease of mass communication – in such a setting, biased assertions gain an unwarranted veneer of truth through the addition of "autobiographical" detail. Preparing students for online technologies will require greater attention on autobiography as a rhetorical mode.

Ryan Vingum, Miami University
"The Politics of Social Media: Recovering *Nomos* and Custom for Political Communities in Social Media"

This project seeks to recover an understanding of the Greek *nomos,* as it pertains to law or custom, to better understand the political communities created by social media technologies. After looking at historical aspects of the term, I seek to understand how *nomos* can be understood in the context of interaction on social media and developing political communities, in terms of power and democratic discourse. I will explore digital literacies and what it means to be "literate" in digital spaces and to participate in political communities constructed by online social media.

Session B3: Friday 10:00 – 11:15, Room JHSA 142-78
Panel Theme: Historical Contexts
Chair: Elizabeth Chamberlain

Kyle Larson, Miami University
"Easter Eggs: Hunting for the Expansion of Digital Delivery"

User-interface designers create interactive digital environments for users through their incorporation of humorous "Easter eggs." Hidden features add a sense of personality to the website and establishes a more delightful user experience. I will present on how Easter eggs expand the theoretical conceptions of digital delivery, arguing that the incorporation of these instrumental rewards allows users to experience an active, engaged digital learning environments.

Matthew Bridgewater, Woodbury University
"Writing History in Wikipedia: A Study of World War II Articles"

Using a quantitative and descriptive analysis, this presentation will discuss the differences and similarities in the content and composing processes of how Wikipedia articles are written and edited in English and Japanese, focusing on controversial WWII topics—such as "Atomic bombings of Hiroshima and Nagasaki" and "Unit 731." This presentation will align its findings with previous writing process scholarship and outline implications for history writing in intercultural, globally connected, digital writing environments.

Elizabeth Chamberlain, University of Louisville
"Straddling the (On)line: Newsweek, Slate, and Citation Practices in the Late Age of Print"

Many publications struggle to find a new identity in the changing economic climate of the Internet, and *Newsweek*, which has moved in and out of print, is a prime example. In this presentation, I report my findings from a corpus analysis of *Newsweek* articles, comparing the link citation practices of authors on *Newsweek* and the web-native *Slate*. I also make some preliminary comparisons to open-access online academic journals. If we are in the late age of print, as a culture at large, the academy must pay attention to changing textual practices in the public sphere.

Kyle Mattson, University of Central Arkansas
"A Sense of Whiteness: Finnish Immigrants Miners' Literacy Rhetorics and the Double Threat of Technology and Race-Based Exclusion in Early Twentieth-Century America"

This project examines Finnish immigrants pursuit of literacy in the hostile environment of early twentieth-century mining in Minnesota's Iron Range and Michigan's Copper Country. The study of whiteness as social-construction, alongside Finnish immigrants' positive and negative experiences of technological change, informs analysis of related rhetorics and material weight of literacy in Finnish miners' lives. The Finnish immigrant experience of literacy is treated as just one of many immigrant histories that could inform how students in writing classrooms understand community.

Session B4: Friday 10:00 – 11:15, Room JHSW 114-80
Panel Theme: Technoliteracies
Chair: Ann N. Amicucci

Christy I Wenger, Shepherd University
"Technoliteracies in FYW: What Students Learn through Infographics"

Using student examples of infographics generated in my FYW courses and students' reflective testimony about their creation, I will argue that first-year students can become more conversant in academic literacies by engaging in multimodal composing. When students can draw on the digital literacies of their lives they become reflective producers and consumers of texts, developing what Stewart Selber calls a "postcritical" stance to technology.

Kellie Gray, George Mason University
"Emoj(il)literacy: Toward a Grammar of Pictographs"

While emoji have become more standardized since Unicode agreed to encode them in 2007, users have been collectively repurposing them with little regard to prescribed descriptions. Who's ever seen "Information Desk Girl" used literally? In this presentation, I will trace the history of emoji and examine cultural responses—such as Emojipedia, EmojiTracker, and Emojinalysis—to discuss if and how society's use of emoji might inform or influence those interested in assigning definitive meaning to a universal set of symbols, such as The Noun Project.

Michelle Sidler, Auburn University
"The Technoliteracy of Impact, or How to Use Bibliometrics and Get Noticed"

This presentation will overview a range of bibliometric tools available to writing scholars, showing how they both provide a way to quantify the value of our research and offer an opportunity to disseminate our knowledge more widely. Writing studies scholars are increasingly producing a variety of research products and discussing them in many different types of online forums, and these tools can track and measure that activity, raising our individual and disciplinary scholarly profiles.

Ann N. Amicucci, University of Colorado, Colorado Springs
"The Technoliterate First-Year Writer: Incoming College Students' Digital Writing Practices"

In this presentation, in response to the need for more student voices in digital literacies research, I will share first-year college students' perspectives on their own technoliteracies. First, I will invite attendees to consider students' take on how their existing technoliteracies factor into the construction of writing

literacies in FYC. Second, I will engage attendees in invention: We will collectively identify ways that teachers in FYC can begin to acknowledge who students are as digital writers and ways that scholars can continue to learn more about first-year college students' technoliteracies.

Session B5: Friday 10:00 – 11:15, Room JHSA 146-78
Digital Curation as Rhetorical Practice
Chair: Doug Eyman

Doug Eyman, George Mason University
Sharon Cogdill, St. Cloud State University
John Walter, St. Louis University

This presentation focuses on an online Digital Genre Archive project in which students are tasked with collecting, describing, and tagging genres. This presentation points to two ways that this represents an effective digital intervention to foster genre literacy. Ultimately, this presentation argues that digital curation helps students foster "diverse embodied knowledges" that encourage them to see the richness not only of digital texts but of all genres.

Session B6: Friday 10:00 – 11:15, Room JHSA 150-65
Intervening Narratives: Technological Literacies of Marginalized Discourse Communities
Chair: Tina Arduini

Tina Arduini, Bowling Green State University
April Conway, Bowling Green State University
Aimee Taylor, Bowling Green State University
Amy Wrobel Jamieson, Bowling Green State University

Our panel suggests that newly invented online spaces and technological developments can create opportunities for intervention on behalf of under- or misrepresented people within given discourse communities. Focusing on feminist, cyberfeminist, and postcolonial frameworks, we establish how new literate practices can help discourse communities embrace 21st-century literacies as they redefine and enhance their communities' meaning-making practices.

Session B7: Friday 10:00 – 11:15, Room JHSA 156-65
Video Blogs, Darkroom Snobs, & Digital Logs: Multimodal Approaches to Technoliteracy In(ter)ventions in Developmental Writing
Chair: Robert Cole

Robert Cole, Auburn University at Montgomery
Elizabeth Kent, Auburn University at Montgomery
Heather Pavletic, Auburn University at Montgomery

This panel will be a presentation based on multimodal pedagogy and its place in developmental writing courses concerning connections between student learning processes and activities that offer critical engagement with technology. We will discuss a) video blogs and the generative process for students, b) a Mystery Science Theater 3000 approach to feedback for developmental writers, and c) a digital Weebly page where developmental writers become active participants in their own technoliteracy development as they create their digital identities.

Session B8: Friday 10:00 – 11:15, Room JHSW 243-50
Panel Theme: Games and Social Media
Chair: Gary Hink

Gary Hink, University of Colorado, Boulder
Play / Perform Electracy – The Game (Hybrid Session)

This hybrid session proposes to spend the first half (0:30) playing a game of Apparatus Theory by performing the modes, identity, and behaviors respective to Orality, Literacy, and Electracy. As facilitator and designer—part IF and ARG scripted with my students—I will guide individuals' exploring one apparatus through mediated activities. With reflexive consideration, we will discuss imperatives and methods for invention, particularly of pedagogy and multimodal composing, and intervention—especially developing "digital rhetoric(s)," reciprocally between institutions.

Kristin Ravel, University of Wisconsin – Milwaukee
"Rustic or Vintage Glam? Pinterest as a Wedding Planning Tool"

Despite how Pinterest promotes itself as a tool to "discover ideas for any project or interest," the advertising, the marketing, and the number of accounts headed by corporations rather than individuals complicates users' sense of agency and identity on the site. The site is often used as a planning tool, yet the overwhelming mass of information often disrupts the utility of the site. This presentation shares the findings of a qualitative study that researched the attitudes and behaviors of women who used Pinterest to plan their wedding event.

Session B9: Friday 10:00 – 11:15, Room JHSW 113-49
Empowering and Sustaining Peer Mentoring: An Interactive Workshop Panel for Graduate Students and Faculty
Chair: Kristine Blair

Estee Beck, Bowling Green State University
Kristine Blair, Bowling Green State University
Mariana Grohowski, Bowling Green State University

While much scholarship on digital composition starts and stops at the computer interface, this paper examines the relationship between a writer and software. Noting that software is also writing (both noun and verb), this panel locates digital composition within a theoretical framework of intertextuality. Informed by traditions of rhetoric, composition, and new media, this panel's software-as-writing approach offers elaborated theories of invention and a greater appreciation about the writing process's virtual nature. Finally, thinking of digital composition as a writer/software relationship invites a reconsideration of digital literacy.

Session B10: Friday 10:00 – 11:15 AM, Room
Sustained Development: Creating Customized OWI Instructor Training Programs Which are Built to Last
Chair: Andrea Deacon

Andrea Deacon, University of Wisconsin – Stout

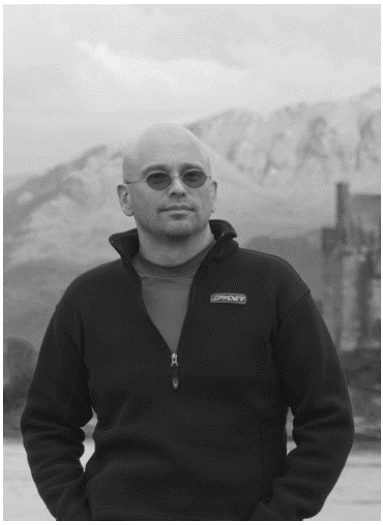
The 2013 Position Statement of Principles and Example Effective Practices for Online Writing Instruction (OWI) helpfully lays out principles to guide faculty training and development; these principles are presented as "baseline requirements" for effective OWI instruction, but may not be entirely feasible or sustainable for many financially or resource-strapped institutions. Based on research from the workshop leader, participants will be presented with several institutional models of training and development -- models which vary widely in terms of funding, intensity, and administrative commitment and support. Through discussion, small group, and individual work, participants will develop ideas for a sustainable instructor training and development program within the context of their own university's budget, resources, and administrative support structure.

Lunch with Keynote

11:45 AM – 1:00 PM | MSC Great Hall
Kelly McCullough, Sci-Fi / Fantasy Author

"The Author and Advancing Technology"

When Kelly McCullough started submitting short stories in the '90s, the writer's side of the publishing process was conducted almost entirely on paper and through the post. These days, newer writers don't even know what a Self Addressed Stamped Envelope is, and he handles interactions with his various publishers almost entirely electronically. Other changes include the rise of social media as both the dominant promotion platform and the water cooler of the industry, the introduction of the ebook as a major force, easy downloads of audio books, Kickstarter, online collaboration tools, epiracy, and countless productivity boosters and time sinks. Join him as he discusses the technological journey of the working novelist over the last two and a half decades. Presentation to be followed by Q&A.



Kelly McCullough Kelly McCullough writes fantasy, science fiction, and books for younger readers. His most notable works include the WebMage and Fallen Blade series. He has more than a dozen novels in print or forthcoming either from Penguin/Ace or Macmillan's Feiwel and Friends. His short fiction has appeared in numerous magazines and anthologies. He also dabbles in science fiction as science education, having written short fiction for the National Science Foundation and co-created a science comic for NASA and the Hubble Space TelescopeLearn more about Kelly and his work at http://kellymccullough.com.

Book signing by Kelly McCullough
1:00 PM – 2:00 PM in the MSC Great Hall

Session C (Friday 1:30 – 2:45)

Session C1: Friday 1:30 – 2:45, Room JHSW 112-128
Panel Theme: Digital Writing
Chair: Leni Marshall

Amy Williams, University of Utah
"Writing with Writing: The Role of Software in Digital Composition"

While much scholarship on digital composition starts and stops at the computer interface, this paper examines the relationship between a writer and software. Noting that software is also writing (both noun and verb), this paper locates digital composition within a theoretical framework of intertextuality. This presenter's software-as-writing approach offers elaborated theories of invention and a greater appreciation of the writing process's virtual nature.

Mark Pepper, Utah Valley University
"Affective Dissonance and Contextual Orientation to Digital Composing Across Three University Bodies"

This talk examines three distinct groups at one University orienting themselves to the implantation of digital composing technologies—administrators, faculty, and students. The analysis of a grant proposal, a faculty tech workshop series, and a digital design class for undergrads, uncovers the varying and competing affective moods regarding the importance, relevance, and implantation of digital composing. Instructors working in digital rhetorics need to understand these moods to better stage necessary interventions in the acceptance and implementation of technologically informed pedagogies.

Daniel Weinstein, Indiana University of Pennsylvania
"Freestyle Digitality: An Approach to Reading and Writing Through Text Transformation and Improvisation"

Extending Peter Elbow's notion of "growing" freewriting, this presentation describes a pedagogy for digital literacy that encourages a pervasively interconnected, polyvocal sense of textuality that grows out of a playful, improvisational, computer-assisted approach to drafting prose in list format. The vertical list, as a scene of writing, serves as an intermediate step between freewriting and drafting that allows a relaxed state of associative composing that stands to increase the general kairotic excellence of a draft.

Chad E. Iwertz, Ohio State University
Michael Blancato, Ohio State University
"'Are the Instructors Going to Teach Us Anything?': Conceptualizing Student Roles in 'Rhetorical Composing' MOOC"

In this presentation, we investigate how participants use "Rhetorical Composing" to uncover examples of dialogic collaboration that effectively transforms the xMOOC (expert MOOC) into a bMOOC (blended MOOC). We will explore 1) discussion boards within the "Rhetorical Composing" MOOC; 2) the Writer's Exchange (WEx), an online peer review system; and 3) optional "level-up for distinction" assignments that supplement the "Rhetorical Composing" curriculum.

Session C2: Friday 1:30 – 2:45, Room JHSA 142-78
Panel Theme: 21st Century Literacies
Chair: Lopa Basu

Danielle Nicole DeVoss, Michigan State University
Laura Gonzales, Michigan State University
"Remixing the Canon: Rhetorical Tools for 21st Century Composition"

In this session, we present an interdisciplinary remix of the traditional, western rhetorical canon. This remixed canon draws on theories in graphic design to integrate attention to visual and material artifacts beyond alphabetic texts. We discuss methodological and research-related implications along with pedagogical takeaways that resituate our rhetorical moves and tools for a contemporary mediascape for composing.

Erica Holan Lucci, Kean University
"The Real and the Realm: Gaming, Teaching, and Learning in a 21st Century Context"

This session explores the various levels at which gamers' virtual lives coincide with their real-world experiences. Does in-realm play impact real-world practice? Why should educators consider using games for learning in their classroom settings, outside of the obvious possible motivational contexts play has on students' desire to learn? This presentation will focus on possible answers to these questions through my personal experience with teaching game design and studying other teacher-gamers who do the same.

Tiffany-Anne Elliot, Lincoln Land Community College
"The 21st Century Writer: A Textbook for a New Generation of Writing"

If we desire to teach 21st Century writing successfully, we must change the way we think about textbooks. It's time our writing textbooks embody the kind of writing we expect of our students: multimodal, multimedia, and interactive.

Fred Johnson, Whitworth University
"Assembling Your Own U2: Reading, Research, and Writing in Transmediated Territories"

This presentation looks at celebrity personae composed across multiple media platforms, through many voices, and ask what lessons and pedagogical practices we might derive, as teachers of reading, research, and writing, from such story making. Using U2 to illustrate and explain, the presentation explores a definition of transmediation that accounts for unauthorized participants contributing informally to a transmediated composition. I will consider what it takes to be a literate reader of transmediated stories and arguments, and why an understanding of transmediation is so useful for contemporary readers, researchers, and teachers.

Session C3: Friday 1:30 – 2:45, Room JHSW 110-162
Panel Theme: Support and Professional Development
Chair: Jen Almjeld

Megan Keaton, Florida State University
"Filling in the Gap: Exploring How Scholars Define 'Self-Taught'"

This proposal seeks to explore how students "teach themselves" digital literacies and identify the resources on which they draw. As a point of departure, I will review the literature that discusses self-teaching, analyzing how these scholars seem to define self-teaching and the assumptions behind those definitions. From this review, I will draw a list of questions that I will use to develop interview questions for a primary research project that seeks to discover how students "teach themselves" technologies in order to complete media-rich writing assignments.

Jen Almjeld, James Madison University
Sean McCarthy, James Madison University
"Research Networks: Vertical Research as a Tactic for Re-Inventing Faculty Productivity, and Student Engagement"

This presentation proposes a model for establishing vertical research teams in writing studies—one that situates faculty and students as co-researchers participating in meaningful knowledge production, promoting

engaged learning and generating impactful mentoring relationships. Specifically, we outline the pedagogical strategies for generating original research in classroom-based settings and share artifacts from our own vertical research process including article drafts and student reflections.

Glenda Jones, University of Wisconsin – Stout
"Redefining Who We Be: Academics Inventing Motherhood in the Digital Age of Blogging, Conferencing, and Storytelling in Class"

This presentation aims to interrogate the representations of single mothers and specifically single mother academics. I use a feminist lens to blog about my own life and the life of my adopted son whose identity because of race and diagnosis of autism spectrum disorder is vastly different from my own. I use the term "Outlaw Mother" to describe how I transgress the borders of the dominant discourse surrounding motherhood. You can check out her mommy blog at http://keepinupwiththejoneses-jonesgl.blogspot.com/

Session C4: Friday 1:30 – 2:45, Room JHSW 243-50
Panel Theme: Pedagogy
Chair: Lavinia Hirsu

Lavinia Hirsu, University of North Carolina at Greensboro
"Cultural Pedagogies and the Imperative of Difference: Update in Progress"

In this presentation, I argue that the struggle to move translingualism and cultural theories forward comes from the inability to profoundly revise the notion of *cultural difference*. Drawing on Bruno Latour and Gabriel Tarde's "monad" theory, I argue that the notion of *difference* makes sense only as an operational concept. Digital technologies and new media do not serve, reflect, or create *cultural difference*. To support this argument, I present a series of examples that explore these notions across different digital platforms.

Megan O'Connor, Stanford University
"Smart Syllabus, Smart Student: A Practical Technology Intervention to Improve Document Design"

In an increasingly image and text-saturated world, how can the humble class syllabus and assignment sheet compete to draw student attention and focus? By analyzing and deploying often overlooked features of Microsoft Word instructors can become better designers, putting their syllabus and classroom documents to work through strategic focus, emphasis, and repetition of design elements. This intervention will offer practical solutions to instructors who might be hesitant to think of themselves as designers.

Christine Alfano, Stanford University
"Refreshing the Page: Neo-Retro Interventions in Writing Practice"

Based on a grant-funded research project, this presentation explores whether we can disrupt the new normalization of digital writing through a seemingly retro return to more material/physical composition techniques as a way of providing productive interventions into students' writing practice.

Janelle Newman, Penn State Erie (The Behrend College)
"'Use of Technology' → 'Digital Humanities Principles': Interventions in Syllabi Construction"

The course syllabus may be the first document a student examines in a new class. How technology is referenced within the syllabus may influence how a student engages with technology throughout the course. Attendees will leave the session with a greater awareness of the embedded messages concerning technology use that may unknowingly be present in their own syllabi and strategies for transforming their own "Use of Technology" sections into areas that encourage greater student engagement with digital humanities principles.

Session C5: Friday 1:30 – 2:45, Room JHSA 150-65
Building a Body: Intersections of Technology, Literacy, and the Body in Online Spaces
Chair: Kaitlin Clinnin

Kaitlin Clinnin, Ohio State University
Katherine DeLuca, Ohio State University
Katie Manthey, Michigan State University

The three speakers on this panel will address the following questions: How are technologies and technological discourses inventing and/or intervening in understandings of individual or groups of bodies? What is at stake if technology becomes the primary mediator through which we understand our body? What alternatives to these techno-determined bodily experiences and representations currently exist? Ultimately the presenters will address how incorporating a rhetorical understanding of body literacy can enable a new perspective on embodied experience.

Session C6: Friday 1:30 – 2:45, Room JHSA 156-65
Panel Theme: Technical Communication
Chair: Michael Madson

Fernando Sánchez, Purdue University
"ELIZA in SimCity: The Role of V(irtual)-Humans in Technical Writing"

This presentation discusses the advantages of using BOTS and virtual humans in the technical writing classroom. I discuss how incorporating the city building simulation game *SimCity 4* in combination with engagement in community research can lead to a more robust understanding of design and usability for STEM students.

Michael Madson, University of Minnesota
"An In(ter)vention of Humanistic Ethics: Digital Rhetorics, Technical Writing, and the 'Global' Technoliterate Conundrum"

This presentation reports an ongoing, computer-assisted rhetorical analysis that answers research questions about how "global" has been conceptually (re)invented in technical writing scholarship and how might these conceptual inventions gainfully intervene in current technoliteracy research, teaching, and ethics. I discuss the implications of my findings from a corpus of 821 "global" technical writing articles. At the presentation's end, I call for the in(ter)vention of more humanistic systems of technoliterate ethics.

Erica Ellingson Baumle, Texas Tech University
"User Generated Content as Technical Communication: a Text Mining Content Analysis"

User generated content (UGC) on the web appears in a variety of forms as users leverage hypermedia tools in the Web 2.0 environment to create blogs, use social media, and participate in user forums. UGC embodies a digital intervention in available information. To capture this technical communication and user experience, a content analysis of two developer and two user-created sites for popular MMORPGs was performed using traditional and text mining coding methods.

Joshua Welsh, Central Washington University
"Isocrates and Open-Source Pedagogy in Technical Communication"

This paper works to begin building a foundation for open-source pedagogy. I draw on the speeches of Isocrates for a theoretical basis. I argue that Isocrates provides an ideal starting point for open-source pedagogy because of the emphasis he placed on praxis, discourse and community.

Session C7: Friday 1:30 – 2:45, Room JHSW 114-80
Panel Theme: Social Media
Chair: Kathryn Comer

Anne Kerber, University of Wisconsin – Stout
"Using Social Media to Engage Youth Voices: A Case Study of #ThanksMichelleObama"

My essay explores how social media provides a discursive space for researchers to listen to youth voices. Specifically, I use a case study of the Twitter hashtag #ThanksMichelleObama, created by students to express frustrations with new school lunch nutrition standards championed by the First Lady, to demonstrate how engaging youth voices has significant theoretical and practical implications. I contend that studying children's expression on social media positions them as *active subjects* who "are often best placed to comment on their specific situation," and can improve public health interventions aimed at them. I will also address implications for research methodologies.

Kathryn Comer, Barry University
"ReTweets for Whales: The Role of Twitter in the #Blackfish Phenomenon"

This presentation examines the role of Twitter in the phenomenon of Blackfish, a 2013 documentary that generated outcry about SeaWorld's captivity of orca whales. Blackfish serves as a case study in the creation and digital circulation of environmental rhetoric. This presentation offers analysis of the film itself, its official promotion, and the unaffiliated campaigns surrounding it in order to better understand the potential power and likely limitations of Twitter in building and sustaining environmental activism.

Chen Chen, North Carolina State University
Meridith Reed, North Carolina State University
"Tweeting the Discipline: Knowledge Construction in Digital Spheres and Academic Conferences"

Physical and digital spaces and technological tools play an important role in shaping academic work. Twitter offers new, digital sites for extending the textual academic work of the conference. Using Python to process Collin Brooke's Computers and Writing 2014 tweet archive, we will track the most frequent participants in the #cwcon conversation, the locations from which users are tweeting, and the most common themes recurring in the tweets. From this data, visual maps will be created to represent the individuals and networks represented in last year's conference.

Brian Jacob, University at Buffalo
"Entanglements of Literacy: Twitter, King Lear, and Graduate Composition"

This presentation works through the issues of graduate writing, technoliteracy of graduate students and professors, and the use of social media as a bridge from textual to interfacial composition in graduate seminars. I will read these issues in conversation with writings on graduate education to argue that any meaningful spread of technoliteracy must trickle up from graduate students to professors, back down to undergraduates who may become future graduate students and future professors, creating an entanglement of literacy.

Session C8: Friday 1:30 – 2:45, JHSW 113-49
Panel Theme: Mechanized Literacy
Chair: Kathryn Perry

Geofrey Gimse, University of Wisconsin – Milwaukee
"The Distributed Machine and Its Texts: Developing Network Literacies for the Cloud"

This presentation discusses the evolution of the cloud networking infrastructure and how it challenges our understanding of computer and network technology. It outlines the importance of developing new literacies and ways to think about these networks and the objects within them in order to give everyone, from researcher to user, the ability to better navigate these changing spaces.

Benjamin Smith, Oklahoma State University
"Broken to be Made: The Rhetoric and Reality of the Coding Crisis"

In 2013, Code.org uploaded "What Schools Don't Teach." The video's pundits promise exciting careers with a high degree of personal fulfillment. As a new age of programming begins, the lessons of a crisis discourse were largely unfounded. This paper examines the rhetoric of coding crisis: shifts in literacies to include the crisis of code, how cyberspace became sacred ground, and how these developments fit with composition.

Kelly Abrams, University of Wisconsin – Madison
Trini Stickle, University of Wisconsin – Madison
"(Re)Discovering DARE: Inventing Technology-Based Materials from a Dictionary"

Forty years ago, CCCCs adopted the resolution of Students' Rights to their Own Language, but its practice in the classroom is irregular. We present our publically available curriculum *Discovering DARE*, which focuses on teaching language diversity to non-specialists based on the resources of the *Dictionary of American Regional English* as a way to include language diversity in

Composition and English classrooms. It is designed for non-linguists and is a critical resource for expanding the materials available for language diversity in secondary and postsecondary education.

Kathryn Perry, University of Louisville
"Actor Network Theory as In(ter)vention: Connecting Material and Semiotic Threads Across Community-University Literacy Sponsorship"

This presentation uses Actor Network Theory (ANT) to analyze how low-income single mothers define their literacy practices as (un)successful by interpreting interview data from a community organization and its local university partners. This presentation traces interventions such as teacher feedback as well as material technologies to demonstrate how the relationships between these interventions and material technologies (across community-university literacy sponsorship) shape students' actual literacy practices as well as students' attitudes towards these literacy practices. Here, ANT becomes an intervention to help connect material and semiotic elements of literacy sponsorship.

Session C9: Friday 1:30 – 2:45, Room JHSA 146-78
Panel Theme: Social Media
Chair: Simone Sessolo

Simone Sessolo, University of Michigan
Louise Fletke, University of Michigan
Amy Derene, University of Michigan
"Presenting Ourselfies: Practicing Social Media Ethos Through the Selfie"

This presentation introduces an instructional web-project on the selfie developed in a multimodal writing class at the University of Michigan. It explains strategies of how to use the project and its writing applications. The purpose of this web-project is to assist teachers and students with exercises in presentation strategies based on the cultural practice of the selfie, thus improving the availability of digital resources to foster student learning. The objective is to enable teachers to develop related practices in their own classes.

Pearce Durst, University of Montevallo
"Of Networks, Rhizomes, and the GoPro Rhetorical Actor"

Video footage taken from light and easily affixed GoPro camcorders is used to realize and then to assess Actor Network Theory. Particular attention is given not only to this technological intervention, but how rhetorical innovation can sustain our consideration of adapting technology to changing social situations.

~~Rachel Gramer, University of Louisville~~
~~"'Photo Booth is Not Photoshop': Interventions in Girls' Familiar Digital Practices"~~

~~This presentation considers how girls responded to new, challenging practices of digital image manipulation during a digital media summer camp. I explore girls' obsession with PhotoBooth play and their comparatively difficult time working in Gimp. Comparing what girls learned with how they responded to this situated learning, I argue that our interventions offered girls paths of active participation – dependent upon their own complex, shifting affective responses to struggling with, and learning new, digital media practices.~~

Session D (Friday 3:00 – 4:15)

Session D1: Friday 3:00 – 4:15, Room JHSW 113-49
Panel Theme: Grammatical Errors Versus Lexical Gaps in International Student Writing and Strategies for Addressing
Chair: Cody Cegler

Cody Cegler, University of Wisconsin – Stout
Kristyn Blessing, University of Wisconsin – Stout

This presentation will explore how perceived grammatical errors in international student writing could actually be gaps in students' lexicons. This presentation will offer instructors some tools (corpora and online learner's dictionaries) to recommend to international students in order to help them autonomously acquire the vocabulary and awareness needed to bridge their lexical gaps and increase clarity in their writing.

Session D2: Friday 3:00 – 4:15, Room JHSA 150-65
Panel Theme: The Machine
Chair: Dennis Jerz

Cynthia Davidson, Stony Brook University
"The Terminator Agonistes: Cyborgs in the Popular Imagination"

I analyze several recent depictions of cyborgs in popular media used to make arguments to the public about lifestyles involving technology. I explore the deeper ramifications of these depictions and show how they are used to maintain status quo notions of nature, gender, class, and the appropriation of power. Also, I examine approaches to teaching cyborg texts that are best suited for freeing students to examine their position in a culture dominated by digital environments.

Dennis Jerz, Seton Hill University
"'Computer.' (Chug-chug-chug) 'Working.' Futures of Text, as Predicted by Star Trek, Rossum's Robots, and Gadget Salesmen"

This presentation explores what insights we can gain about the future of composition when we study how science fiction and speculative marketing have depicted the creation of texts in the future. Our present-day awareness of this tension invites us to consider how the tension between the new affordances imagined by speculative storytellers, including the 1921 play Rossum's Universal Robots, and the new ways of consuming and controlling prompted by corporate marketers (from Dictaphone to Apple).

William Tunningley, Oklahoma State University
"From Word to Image: Avatars and the Limits of Identity Creation in Digital Composition"

Visual representations of bodies draw attention to bodily difference with immediacy not achievable in alphabetic-text based classrooms. The body is inextricable from composition, and multimodal composition affords the opportunity to construct and present positive images, but I will explore the emotional implications and issues of control over visual representations.

Session D3: Friday 3:00 – 4:15, Room JHSA 146-78
Panel Theme: Data, Software, and Computer Networks
Chair: Estee Beck

Abigail Bakke, University of Minnesota
"Trust in the Quantified Self and in Quantified Others: Credibility Features of Aggregated Patient Data"

My presentation reports on a rhetorical analysis of the Parkinson's condition pages on PatientsLikeMe.com, a major medical social network. My study focuses on credibility features of aggregated patient data, and finds that the visual displays successfully draw on persuasive cultural perceptions of "truth" in big data and enable users to toggle between the big picture and individual user data points. I argue that scholars should consider the literacies required when using such technologies, such as credibility assessment.

Rachel Tofteland-Trampe, University of Minnesota
"Accessing Networks at Community Technology Centers"

As technological innovations continue to develop rapidly in our 21st century, one component of being "literate" involves being able to critically use and analyze computers and the Internet. Acquiring these skills can be challenging due to a variety of obstacles such as not having the hardware at home or

expensive Internet service costs. Using networked learning as a tool, my research sheds light on the ways in which CTC patrons network with available resources and what their motivations are for attending CTCs.

Jay Kirby, North Carolina State University
Eddie Lohmeyer, North Carolina State University
"Unplanned Encounters: Distance Research as Epideictic Experience Architecture"

We develop our idea of "distance research" alongside Moretti's "distance reading." Rather than being a reflective activity, though, we propose this as an epideictic experience. We create this experience through engaging "experience architecture" (XA), which helps create rhetorical spaces. Our project pushes XA into new territories by engaging the epideictic rather than just the forensic or deliberative aspects of rhetoric. Our born-digital aspect will demonstrate possibilities of this architecture.

Session D4: Friday 3:00 – 4:15, Room JHSA 142
Panel Theme: Literature
Chair: Lopa Basu

Christopher Basgier, University of North Dakota
"Seeking the Rhetoric of Literary Criticism Online"

This presentation will explore the extent to which users in online forums, specifically reddit, employ the rhetoric of literary criticism when discussing books or literature, as well as the extent to which they develop their own rhetorical commonplaces. This analysis will have significant implications for writing across the curriculum and writing in the disciplines scholarship, as it will help describe the interplay between disciplinary and extra-disciplinary ways of writing.

~~Trish Harris, Delta College~~
~~"Remaking Moby-Dick as In(ter)vention"~~

~~The Remaking Moby-Dick project is a collaborative, participatory international multimodal storytelling performance that we intended to frame as a (re)invention. Herman Melville's 1851 novel served as prompts for responsive work created in multiple forms. This presentation will describe the project trajectory as invention and its future of metadata, possibly obsolete file types, and post-project social media participation.~~

Andrew Smart, Ohio State University
"What Readability Scores Can (and Can't) Tell Us About Teaching Difficult Literature"

My project will seek to better understand literary difficulty and pedagogy by conducting a survey of students in large literature lecture about which texts they find to be most difficult to read and why. In this presentation, I will share my findings, both recommending which readability formulas are best suited for literary texts, and suggesting pedagogical best practices to account for difficulties encountered by students who completed the survey.

Aimee Knight, Winona State University
"Dat(a)ctors: Rhetoric, Design, and Storytelling"

I will show how data displays themselves can become *data(a)ctors*—data visualizations that *do* things in the world. I will showcase a variety of displays (including data-matrices, data-sculptures, data-murals, and deep-data maps) that perform "object-oriented" actions. It will become evident that through a process of design, our visualized data can become performance data. I will present a rhetoric of design, which seeks to empower researchers to build their capacity in the design of *dat(a)ctors.*

Session D5: Friday 3:00 – 4:15, Room JHSW 114-80
Panel Theme: Disability and Universal Access
Chair: Liberty Kohn

Steven Hammer, Saint Joseph's University
"The Sounds of Access: Disability, Art, and Open-Source DIT (do-it-together) Interventions"

Dominant voices in Western art history and multimedia writing have minimized or altogether ignored the contributions and perspectives of persons with disabilities, even despite overwhelming evidence to the contrary. I will present a series of projects and strategies—those created by others as well as a project I have initiated—that employ open-source technologies and glitch theory-methods to make artistic production accessible to persons a range of abilities.

Samuel Harvey, Saint Cloud State University
"Autism, Neurodiversity, and Identity Formation Through the Internet"

The theory of social construction of reality states that identity is developed through social interactions with others. People with autism struggle with face-to-face interactions that raises the question: how is their identity formed? The internet helps bypass this face-to-face component of socialization and invites people with autism to begin the process of forming their identities.

Annika Konrad, University of Wisconsin – Madison
"Visually Communicating Visual Impairments"

In this presentation I am concerned with the relationship between the visual, literacy, and rhetoric. After starting a community-writing project in which people who are blind and visually impaired publish their stories on a blog, I began reflecting on the ways the visual is privileged as a necessary precursor or medium for composition. I will use qualitative data from the community-writing project to begin answering these questions.

Liberty Kohn, Winona State University
"Sound Pedagogy: Sound Art as Rhetoric, Poetic, and a Voice in the Composition Classroom"

This presentation will explore traditional and less traditional audio and sound assignments to present a continuum of audio rhetoric and poetic, which I will connect to genre pedagogy. The presentation will emphasize how non-musicians can learn to interpret and then compose digital sound art in composition classrooms. The presentation will also briefly discuss the importance of audio rhetoric and sound art in a Digital Humanities program.

Session D6: Friday 3:00 – 4:15, Room JHSA 156-65
Panel Theme: Gaming
Chair: Jill Morris

Patrick Love, Purdue University
"Teaching Composition One Block and a Time with Digital Game Design"

Minecraft has no trouble finding its way into STEM classrooms, but the game offers a lot to composition classes as well. By having groups of students use Minecraft as a development platform, a composition teacher has an opportunity to show students the connections between creating narrative, visual design, usability, and programming in a production-based environment. This presentation will demonstrate one such project and provide assignment materials as well as show finished products.

Jason Custer, Florida State University
"Hold Run to Jump Far: Examining Schell's Elemental Tetrad of Game Design in Instructional Documentation Throughout Game History"

This presentation uses Jesse Schell's elemental tetrad of game design as a framework to survey the history of the written documentation and gameplay ecologies surrounding classic board games, like chess and dice in *The Book of Games*, to modern computer and console games like *The Legend of Zelda* and *Super Meat Boy*.

Joshua Daniel-Wariya, Oklahoma State University
"When Students Design Games: Risks, Rewards, and Possibilities"

Working from Mouthrop's definition of an intervention as a contribution to a system that also challenges the assumptions of that system, this presentation responds to three emergent problems within the field of game studies: the overselling of games, the challenges of integrating games in the classroom, and problematic assumptions in the field. The speaker presents videogames designed by students to suggest how those games might intervene in the field and reveal new ways of proceeding with game-based pedagogy.

Session D7: Friday 3:00 – 4:15, Room JHSW 110-162
Panel Theme: Technoliteracies
Chair: Matthew Hill

Sohui Lee, Stanford University
Russell Carpenter, Eastern Kentucky University
Creative Technoliteracies: Drawing on Creativity to Improve Modality Pedagogy"

Composition scholars have recently renewed their investigation into the role of creativity in composing with technology, although from different perspectives. This presentation calls attention to creativity pedagogy by reviewing literature on creativity processes and practices across disciplines. We offer concrete approaches and tools for how multiliteracy centers and composition instructors might incorporate creativity processes into workshops or the classroom.

Hem Paudel, University of Louisville
Techno-linguistic Mediations: Mapping Dominant Discourses in Composition"

This presentation will do two things: one, map out dominant views on the relationship between language diversity and technology as manifested in major journals in our field that focus specifically on technology and writing; and two, develop a comprehensive approach to theorize techno-linguistic mediations based on the findings from my review of literature and the recent developments in fields like technical mediation, new materialism, and posthumanism.

Matthew Hill, University of Denver
"I'm Not Judging You, I'm Judging Me: Dissonance in Convergent Spaces (A Provocation)"

This presentation considers the efficacy of sound, specifically music, as an interventionist pedagogical technique. This presenter critiques a previous remix

video of his own creation through various critical lenses as a way to enact critique of his own work as well as the truism that computers and writing should help create technological buy-in amongst skeptics and dispel fanaticism.

Jennifer Enoch, Florida State University
"Inhabiting Dissonance: Web-Based Media as Genre and Technology"

Web-based media such as blogs, wikis, and websites have become regular features of composition classrooms. However, there seems to remain, in scholarship focusing on their pedagogical use, a degree of dissonance concerning which web-based media constitute genres and which constitute technologies. In this presentation, I theorize this dissonance, exploring whether web-based media do the work of both genres and technologies.

Session D8: Friday 3:00 – 4:15, Room JHSW 243-50
Panel Theme: Multimodalities
Chair: Logan Bearden

Logan Bearden, Florida State University
"Intervening in Outcomes: Multimodality and the CWPA Outcomes Statement"

In this presentation I argue for an outcomes statement that reflects composition as composition instead of conflating composition with writing.

Jaclyn Fiscus, University of Washington
"Scaffolding Using Multi-Literacies: How Multimodality Fosters Intuitive Agency"

This presentation theorizes why service learning FYW classes should incorporate multimodal composition rhetorical analysis and production in their curriculum. Current Service Learning scholarship discusses how students can write about, write with, and write for community partners. It is important for students to learn how to rhetorically analyze and create multimodal texts because those are the types of texts created and needed by community partners.

Jason Dockter, Lincoln Land Community College
"Making the Inaccessible Accessible: Online Multimodal Teaching Genres"

When many teachers initially teach online, they mistakenly attempt to transfer materials developed for a face-to-face domain directly into their online course. However, online and f2f instruction should be considered as different genres of teaching. When teaching online, many instructors are electing to develop new, different materials that are uniquely suited for the online domain. I will establish the benefits of creating more accessible teaching and learning materials and developing a richer opportunity for students to develop a teacher's presence.

Session D9: Friday 3:00 – 4:15, Room JHSW 112-128
UxD and Online Writing Labs: Meeting the Needs of a Changing Global Audience
Chair: Tammy Conrad-Salvo

Tammy Conard-Salvo, Purdue University
Andrew Yim, Purdue University
Joshua Paiz, Purdue University
Caitlan Spronk, Purdue University
Michael Salvo, Purdue University

This presentation describes the Purdue OWL's newest usability study focusing on user experience design (UxD). The study brings together important, programmatic resources necessary for sustaining a literacy technology and provides professional development opportunities to both graduate and undergraduate students. Attendees will learn about recent developments with the OWL UxD project, including students' roles in the project, study methodology, and data collection.

Session D10: Friday 3:00 – 4:15, Room MICH 290-137
Mobile Media: Histories, Aesthetics, and Ethics
Chair: Scot Barnett

Scot Barnett, Indiana University
Sergio Figueiredo, Kennesaw State University
Steve Holmes, George Mason University
Geoffrey Sirc, University of Minnesota

As the locations of computing have shifted over the past decade from the desktop to the spaces of everyday life, so too have our attitudes about place, identity, and publicity. Drawing on a diverse and provocative set of examples, this panel will examine the histories, aesthetics, and ethics of mobile media and what these mean for understandings of writing and literacy today.

Session E (Friday 4:30 – 5:45)

Session E1: Friday 4:30 – 5:45, Room JHSW 112-128
Panel Theme: Presumed Ubiquity & Tangible Networks: The Materiality of TechnoRhetorical Work
Chair: Michael Salvo

Michael Salvo, Purdue University
Adam Strantz, Purdue University
Fernando Sanchez, Purdue University
Ehren Pflugfelder, Oregon State University
Patricia Poblete, Iowa State University

We articulate Near Field Communication togs (NFCs), RFIDs, (smart)phones, GPS & mapping, databases, and a variety of emergent portable technologies as programmable intelligent agents that allow us to perceive simultaneous tracings through physical and virtual spaces. This roundtable presents perspectives that presume ubiquity: that computing devices surround us and become the artifactual technological agents Latour describes as increasing human agency in networks. These agents leave tracings on the world; their impacts are tangible; we are watching.

~~**Session E2: Friday 4:30 – 5:45, Room MICH 290-137**~~
~~**Screencasting Interventions for Peer Review: A Multi-Institutional Pilot**~~
~~**Chair: Angela Clark-Oates**~~

~~Angela Clark-Oates, Arizona State University~~
~~Dagmar Scharold, University of Houston~~
~~Allison Walker, High Point University~~

~~In this workshop, the presenters will share data from a multi-institutional pilot study designed to examine how students appropriate screencasting technology into their peer feedback practices. The presenters will share an in-depth analysis of the study participants' experiences, perceptions, and attitudes toward giving and receiving mediated feedback, focusing on the audio-recorded peer feedback by writing tutors, writing fellows in online first-year composition (FYC) courses, and students in face-to-face FYC courses. The panel will also conduct an interactive tutorial for the session participants, followed by a question and answer session with a few of the writing fellows, writing tutors, and students.~~

Session E3: Friday 4:30 – 5:45, Room JHSW, 110-162
Technological Inventions and Embodied Interventions
Chair: Angela Haas

Erin Frost, East Carolina University

Kristin Arola, Washington State University
Michelle Eble, East Carolina University
Angela Haas, Illinois State University

This panel explores embodied rhetorics and interventions related to reproduction as they occur at the intersections of health and technologies. We ask: How do we use computers and technologies to intervene in bodily functions? In what ways do computerized technologies mediate our choices about such interventions? Speakers on this panel engage each of these questions through the embodied experiences of receiving infertility diagnoses, being denied access to fertility care, and engaging in fertility-focused digital activism.

Session E4: Friday 4:30 – 5:45, Room JHSA 146-78
Open-Source Interventions: Discovery and Invention through OSS Documentation in the Upper-Division Technical Communication Classroom
Chair: Joshua Welsh

Joseph Bartolotta, University of New Mexico
Andrew Virtue, Western Carolina University
Joshua Welsh, Central Washington University

This panel focuses on classroom practice involving open-source methods and communities. Operating from the belief that students of technical writing in 2015 will emerge into workplaces and technological contexts vastly different than those of decades past, each speaker reports on an upper-level technical communication classroom project centered around open-source software, methods, or communities.

Session E5: Friday 4:30 – 5:45, Room JHSA 142-78
Necessity is the Mother of Intervention: Shifting Scenes, Recent Developments, and the Delivery of Old News
Chair: Bump Halbritter

Bump Halbritter, Michigan State University
Julie Lindquist, Michigan State University
Maria Novotny, Michigan State University
Jenn Fishman, Marquette University

In this session, the presenters tell the story of the genesis, development, and institutional itinerary of a pedagogical idea: specifically, an innovative curricular scaffolding that values and enables a pedagogy of projection and reflection. This is the story of emerging technologies that posed the need for another sort of pedagogical intervention, an emerging institutional predicament that occasioned the need for a pedagogical intervention, and how the intervention now has made the very technological inventions from which it was born nonessential.

Session E6: Friday 4:30 – 5:45, Room JHSA 156-65
Mattering: Resonating Materialities
Chair: Jana Rosinski

Jana Rosinski, Syracuse University
Jack Hennes, Michigan State University

This panel takes interest in looking at making beyond a concept of human mastery over materials to instead consider ethical, cultural, material, and ecological matters of concern in making with materials as mindful practice. This panel will a) suggest how a land-based pedagogy is just one practice to reveal the expense of technological transformation on the land, in turn showing how multimedia projects can present alternative histories, and b) consider *techne* through instrumentality as a practice in allowing materials to matter in making.

Session E7: Friday 4:30 – 5:45, Room JHSW 114-80
Interfaces, Infrastructures, and Interventions in State Institutions
Chair: Lauren Bowen

Charles Wallace, Michigan Technological University
Lauren Bowen, Michigan Technological University
Alexandra Cavallaro, University of Illinois
Melissa Larabee, University of Illinois

This panel examines multimodal literacy interventions in the context of two state institutions: an unemployment agency and a medium-high-security prison. In both cases, adult learners aim to use networked digital technologies in order to make high-stakes arguments. Reflecting on our small-scale interventions, we turn a critical eye on the digital practices and technologies that are regularly taken for granted as vehicles for civic participation and upward social mobility

Session E8: Friday 4:30 – 5:45, Room JHSW 113-49
Sites of Interventions: Re-Imagining Invention and Delivery on Twitter and Yik Yak
Chair: Mike Edwards

Erin Brock, Purdue University
Dustin Edwards, Miami University
Heather Lang, Florida State University

The forms and functions of social media have multiplied as the demand for them and the access to mobile technologies has increased—but along with such a change comes profound social consequences. As a result, our very notions of delivery, practices of invention, and paths of circulation have shifted dramatically. This panel will explore three moments of social critique via social

media platforms, in an effort to situate digital intervention within the rhetorical canons of invention and delivery.

Session E9: Friday 4:30 – 5:45, Room JHSA 150-65
Multimedia to Learn: Multimodal Interventions in the Writing Classroom
Chair: Dennis Jerz

Tiffany-Anne Elliott, Lincoln Land Community College
Traci Gardner, Virginia Tech
Dennis Jerz, Old Dominion University
Shelley Rodrigo, Seton Hill University

When faculty and scholars talk about incorporating multimodal assignments into their traditional writing courses, more often than not they are discussing the conversion of one of the "major" assignments into a final multimedia product. In this panel, we will theorize and provide examples of how and why incorporating multimodal assignments and activities into the writing process better facilitates both learning about and production of rhetorical compositions.

Computers & Writing Awards Banquet – Friday May 29, 2015
6:15 PM – 7:30 PM | MSC Great Hall

Words of Welcome, Chancellor Bob Meyer, University of Wisconsin – Stout
Master of Ceremonies, Kevin Drzakowski, University of Wisconsin – Stout

Saturday – May 30, 2015

Session F (Saturday 8:30 – 9:45)

Session F1: Saturday 8:30 – 9:45, Room JHSW 110-162
Technoliterate In(ter)ventions: Surveillance, Privacy, and Net Neutrality (Town Hall)
Chair: Estee Beck

Estee Beck, Bowling Green State University
Angela Crow, James Madison University
Jennifer deWinter, Worcester Polytechnic Institute
Laura Gonzales, Michigan State University
Heidi McKnee, Miami University
Colleen Reilly, University of North Carolina, Wilmington
Stephanie Vie, University of Central Florida

This interactive town hall will provide a forum for the Computers and Writing community to learn more about the issues we face regarding surveillance, privacy, and net neutrality. The speakers will offer some steps we can take to not only increase our technoliteracies but also to affect change. The facilitators will propose concrete and theoretically informed approaches to fostering technoliteracies around surveillance technologies present in social media, gaming environments, and online research spaces; the need to develop ethical principles appropriate for working, learning, and playing in electronic spaces; and the manner in which writing programs participate in collecting data about students through developing repositories of their students' work and/or data.

Session F2: Saturday 8:30 – 9:45, Room JHSW 112-128
Revising a First-Year Writing Program: Technoliteracies Within Institutional Contexts
Chair: Alan Benson

Cary Applegate, University of Wisconsin – Eau Claire
Alan Benson, University of Wisconsin – Eau Claire
Michael Faris, Texas Tech University
Kate Hinnant, University of Wisconsin – Eau Claire
Shevaun Watson, University of Wisconsin – Eau Claire

This panel reports on the significant revision and implementation of a first-year writing program at a mid-sized regional state university and the institutional constraints and affordances that the writing program administrator and writing teachers have navigated. While these revisions were substantial, we focus on

aspects of this revision involving digital literacies, technologies, and institutional change.

Session F3: Saturday 8:30 – 9:45, Room JHSW 114-80
The Work (or Flow) of Workflows: Technological Mediation
Chair: Quinn Warnick

Bill Wolff, Rowan University
Kory Ching, San Francisco State University
Tim Lockridge, Miami University
Derek Van Ittersum, Kent State University
Quinn Warnick, Virginia Tech

Using analyses of interviews, reflections, and interfaces, this panel considers the technologies that writers use and create in their work in and outside of universities. Although many pedagogical best-practices position technology as a secondary concern, we argue for the primacy of tools—following the workflows of students, fans, developers, and tinkerers whose invention practices are inseparable from the technologies at their disposal. We will engage audience members in a conversation about the effect their own workflows have on their research, writing, and teaching.

Session F4: Saturday 8:30 – 9:45, Room JHSA 150-65
Cloud Storage as Friend and Foe in Documenting and Archiving Pedagogical Practices
Chair: Patricia Sullivan

Adam Strantz, Purdue University
Patricia Sullivan, Purdue University
Emily Legg, Purdue University

The presenters will address aspects of cloud computing that expose it as metaphor, infrastructure, institutional solution, and story. Then we plan to involve audience experiences as we cooperatively discuss making networked pedagogies more visible (or accessible, planned, implemented, documented, and indexed for future uses). As a group we will cooperatively adapt some guidelines for using networked storage in ways that make our pedagogies sustainable, findable, and reusable.

Session F5: Saturday 8:30 – 9:45, Room JHSA 156-65
In(ter)ventions in Digital Writing Spaces: Exploring the Boundaries Between Public and Private
Chair: Julie Bates

Julie Bates, Illinois State University
Frank Macarthy, Illinois State University
Chris Mays, Illinois State University

This panel explores the affordances and limitations of digital writing inventions that blur the lines between public and private. To augment the panel presentations, session attendees who have their laptops, tablets, or smartphones with them are encouraged to take notes and pose questions on a wiki during the presentation. Through the wiki, the presenters seek to mirror the effects of public and private writing and provide a way for audience members to further discuss the issues explored in the presentations.

Session F6: Saturday 8:30 – 9:45, Room JHSA 146-78
Digital Access Points for Embodiment: Intersections and Interventions in Digital Composing
Chair: Zarah Moeggenberg

Zarah Moeggenberg, Washington State University
Lucy Johnson, Washington State University
Mark Triana, Washington State University

This panel explores the prospects for engaging students within digital spaces as a way of promoting agency and embodied writing. The speakers will articulate digital pedagogies that speak to issues of access, sexuality, and peer review, in an effort to develop strategies and discourses that help students position themselves rhetorically in the online and hybrid platforms they navigate on a daily basis. The speakers problematize attempts to disseminate a singular, totalizing discourse of the digital divide, therefore staging interventions within the composition classroom in and around marginalized digital spaces.

Session F7: Saturday 8:30 – 9:45, Room JHSW 243-50
Terrorism, Insurgency, and Invasion: A Case Study of Destiny as a Dystopic Revolution Narrative
Chair: Alex Layne

Samantha Blackmon, Purdue University
Alex Layne, Purdue University
Enrique Reynoso, Purdue University

This panel examines narratives of terrorism, insurgency, and invasion in video games through a case study of Bungie's 2014 game Destiny. The speakers argue that Destiny functions are a kind of master-narrative, making arguments about religion, terrorism, oppression, and other problematic narratives that aren't easily visualized in this kind of highly visual medium. We argue that these changes are useful to the scholars of CW because Destiny represents a current trend among all technological innovations that seek to erase gender, race, and religion.

Session F8: Saturday 8:30 – 9:45, Room JHSA 142-78
Re/Fashioning and Re/Imaging Community: Identities, Performances, and Online Spaces
Chair: Seth Davis

Seth Davis, Syracuse University
Katie Manthey, Michigan State University
La Toya Sawyer, Syracuse University

This panel discusses the ways that intersecting identities are re/created and re/fashioned through the online spaces Tumblr, Twitter and Instagram. In keeping with the call of this year's conference, the speakers will share three examples of how users with often marginalized identities, fat, Black and queer, use digital literacy in order to create transgressive feminist rhetoric, rewrite who they are and the world around them and redefine what it means to be literate in the 21st century.

Session F9: Saturday 8:30 – 9:45, Room JHSW 113-49
Technological Critical Learning: A Cyborg Pedagogy for Basic Writing
Chair: Susan Naomi Bernstein

Susan Naomi Bernstein, Arizona State University
Shillana Sanchez, Arizona State University
James Wermers, Arizona State University

Our session examines the cross-campus redesign of an awarding winning Basic Writing program. As we have adapted this program for ever-shifting kairotic moments, we come to resist the notions of "flipped" and "blended" classrooms as too narrowly defined for the concerns of Basic Writing. We envision Basic Writing as a course that is central to academic success, rather than a "remedial" course for "marginal" students, and we believe that embodying a cyborg pedagogy allows us to create a more equitable environment for students in the second decade of the 21stcentury.

Session G (Saturday 10:00 – 11:15)

Session G1: Saturday 10:00 – 11:15, Room MICH 290-137
Panel Theme: Digital Literacy
Chair: John Walter

John Walter, Saint Louis University
"physComposition: Circuit Crafting and Composing Physical-Digital Texts"

This presentation argues that DIY and prosumer electronics offer us an unprecedented opportunity to approach physical and interactive computing as compositional tools to create physical-digital hybrid compositions, which in turn provide us with new opportunities to explore and engage issues of materiality, media dynamics, multimodality, material composition, and programming as a form of writing.

Elizabeth Barone, University of Wisconsin-Stout / Texas Tech
Michael Martin, Bloomsburg University of Pennsylvania
"Understanding Digital Literacy: Truth or Fiction"

While most students come to college armed with a variety of technological devices, studies show that students are not as technically adept as many might believe, and in fact still graduate from college lacking in this literacy. Through analyzing student writing in both social and academic genres, we believe that this study will reveal that true digital literacy is more complex than initially thought. Through examining both formal and informal digital writing it is hoped that we can begin to understand what it means to be successful in both the compositional and the rhetorical processes.

Ryan Shepherd, Arizona State University
"Incoming Digital Writing Transfer"

In this presentation, I build on previous research about learning transfer from composition studies, education, and psychology to create a theory of "incoming digital writing transfer." Through this theory, I seek to help students make use of their prior writing knowledge to create "mindful abstraction" and apply knowledge from digital writing to other writing contexts.

Kyle Bohunicky, University of Florida
"So the Wor(l)d Might be Mended: Ambient Interventions in Digital Writing Networks"

I will explore how the writing and messaging systems in several games including *Dark Souls*, *Minecraft*, and *Fez* confront players with a distributed, transient, but emplaced writing surface spread across the game environment.

This presentation will show how digital games' informational environments can contribute to the study and theorization of writing, particularly in terms of ambience and spatiality.

Session G2: Saturday 10:00 – 11:15, JHSW 114-80
Panel Theme: Social Media & Activism
Chair: Rebecca Robinson

Rebecca Robinson, Arizona State University
Abigail Oakley, Arizona State University
"Twitter as a Collaborative Writing and Learning Environment"

Using metrics based on Chickering and Gamson's seven principles of good practice in undergraduate education, this paper discusses how Twitter can boost student engagement in course materials, encourage self-motivated learning practices, and provide opportunities for collaborative learning across multiple writing courses and learning axes—that is, Twitter, as a class discussion platform, represents a point where formal, informal, and collaborative learning may converge.

Molly Daniel, Florida State University
"#TeachwithTwitter: The Personal to the Pubic and the Professional"

In only 140, student can interact with peers, professionals, and explore rhetorical composing concepts. This presentation will first explain why Twitter is a valuable asset to the classroom through both collaborative and participatory pedagogy. Then it will shift the conversation to an approach with classroom activities, procedures, tips for preparation, and assessment. I will establish that Twitter seamlessly integrates into the writing classroom while also helping students understand personal and professional identities in the public sphere and the social nature of writing.

Tracey Hayes, Arizona State University
"Public Protest 2.0: Transforming Twitter into a Public Place for Protest"

This presentation will examine a public relations campaign conducted via Twitter that quickly transformed into a protest. By examining the hashtag #MyNYPD, I will explore how tools which previously focused on organizing public protests evolved as a place for actual protest, instead of just a mechanism for the circulation of a protest, as the public collectively joined together to take control of the NYPD public relations campaign and in a subversive manner transformed it into a protest against police brutality.

Session G3: Saturday 10:00 – 11:15, Room JHSW 112-128
Panel Theme: Digital Literacies
Chair: Emily Katseanes

Emily Katseanes, Louisiana State University
"Interrupting the Inevitability of the Freshman Composition Classroom"

I propose that rather than going gentle into the good night of an authoritarian and non-challenging course, teachers can use multimodal composition as a way to interrupt the smooth progress narrative of the FYC classroom. This presentation explores the theoretical justification for wanting to intervene in the smooth sailing of a FYC classroom, particularly in regards to multimodal writing and reading, as well as a nuts-and-bolts, including an overarching semester schedule, final document design assignment and a lesson plan using Emily Carroll's beautiful, hypertext comic Margot's Room.

Leah Heilig, St. Cloud State University
Joshua Chase, St. Cloud State University
"Discovering Your Inner Starbucks: Personality Quizzes as Cultural and Digital Literacy in FYC"

This presentation will discuss the methodology and results of an instructional activity administered within two first-year composition classrooms, where students performed and evaluated online personality quizzes as rhetorical texts. Using audience analysis and facilitating awareness to the contextually-dependent qualities of both the questions and results, quizzes became a mode for students to articulate ingrained cultural assumptions.

Renea Frey, Miami University
"Boldly Speaking Where No One Has Spoken Before: *Parrhesia*, Risk, and Truth-Telling in Digital Spaces"

This presentation will explain the concept of *parrhesia*, offer a rhetorical theory for contextualizing these acts of resistance to power, and examine specific sites of disruptive truth-telling (e.g. WikiLeaks, Edward Snowden, etc.) in digital spaces, showing how these practices, when situated within a digitally distributed network, offer the potential for widely disseminated critiques of institutions and entrenched power dynamics.

Fred Jandt, University of Wisconsin – Milwaukee
"Internet Gremlins: Unchecked Hashtag Growth and Digital Evolution Conundrums"

Originally intended as a device for ad hoc group creation for online chat technology, hashtags have grown to prominence on Twitter with its unending

array of hashtag-cultivated discourse communities. In the few years since their inception, they have expanded beyond their original online realm and can be found on television programming, banks, and football stadiums. This session delves into the growing gap between the perception of hashtags as an (somewhat annoying) Internet creation and its evolution beyond the digital realm to a new form of communication.

Session G4: Saturday 10:00 – 11:15, Room JHSA 146-78
Panel Theme: Digital Inclusion
Chair: Bill Wolff

Roxanne Aftanas, Marshall University
Keshab Acharya, Michigan Technological University
"Aging, E-Literacy, and Technology: Participatory User-Centered Design for Older Adults' Digital Engagement"

To benefit older adults extensively, we propose a participatory user-centered design model through which we seek to illuminate a pathway towards a potential involvement of older adults with computer technology. Such involvement, we argue, can be afforded by deploying usability in product design for older adults. We contend that participatory user-centered design can also substantially allow us to promote social justice as older adults continue reciprocal e-literacy learning practices in the modern digital times.

Jamila Kareem, University of Louisville
"Learning for Their Livelihood: Tracing the Technoliteracy Lineages of Returning Adult Students in First-Year Composition"

My project argues that looking to the past computer technology experiences of returning adult students, to their *technoliteracy lineages*, aids in maintaining a composition classroom that stays true to the rhetorical composing objectives of the course as it challenges and inspires students. Using this approach, I am able to address particular concerns in working with computer technology and the rapidly growing though under-theorized student base of returning adults.

Rachael Sullivan, Saint Joseph's University
"Dwelling in Difficulty: Learning from Women's Critical Engagements with Unfamiliar Technologies"

The technologically skilled occupy an elite class that, from the outside, can look untouchable, not to mention very white and very male. Our culture glorifies super-users, and our digital writing courses often privilege some ideal level of achievement or mastery of new technologies. In doing so, we risk further alienating novice users and discouraging experimentation with the unfamiliar. I propose that, by attuning ourselves to our students' digital struggles, we can

learn much about compassion, patience, and tolerance in a culture obsessed with efficiency, smoothness, and ease.

Session G5: Saturday 10:00 – 11:15, Room JHSW 113-49
Panel Theme: Looking Back / Looking Ahead
Chair: Scott Warnock

Scott Warnock, Drexel University
"The Problem of Nomenclature [with] [in] [Computers and Writing] [Computers and Composition] etc."

In this session, the speaker will facilitate a conversation about the nomenclature surrounding the use of digital technology in composition and writing studies: What is and what should be happening with the terms we use to describe what we do? Do we need to find new ways and new terms to describe and thus think about (and communicate to others) what we do?

Ash Evans, University of Wisconsin – Milwaukee
"Moving Forward by Looking Back: The Changing Definition of 'Writing'"

As students face new technological spaces, are we continually (re)considering what it means to "write"? In my presentation, I will look back to move forward: "writing" has been defined differently over the past 50 years in composition—including the process, style, and assignments involved. How do we understand these definitions in our discussions of digital pedagogy scholarship? By looking at current definitions of what it means to "write," I will discuss how we can theoretically *and* historically ground what "writing" instruction is best suited for current technological spaces.

Anthony Stagliano, University of South Carolina
"Critical Making vs. Disruptive Innovation"

Under the banner of "disruptive innovation" and related buzzwords, the most acquisitive forms of contemporary capital have wedded technological innovation to the liquidation of social bonds, institutions, and the public "commons," that sense that the goods and value in a society are a common resource. I will examine a couple cases of this form of technologically mediated composition, to suggest that we have models for our classes and our own work that begins the hard and uncertain work of innovative compositional practices oriented toward a more just, more equitable world, but one that is all the same more experimental, more *innovative.*

Session G6: Saturday 10:00 – 11:15, Room JHSA 142-78
Panel Theme: Disabilities & Universal Access
Chair: Janice Walker

Carleigh DeAngelis, East Carolina University
Therese Pennell, East Carolina University
"Mobile Learning for Accessible Education"

Using a mobile/online learning platform, a technical writing course was developed to offer to students at the University of Belize. The course was three weeks long with three participants. The course offered readings and activities that could be completed asynchronously but required a collaborative community. The final question left for the study was how to best promote the mobile/online learning platform as a viable option accessible to more students geographically and for economic purposes to the University of Belize.

Rebecca Miner, Michigan Tech
"Student-Led Interventions: Developing Campus Accessibility in Writing Classrooms"

This presentation not only argues a more progressive use of integrating disability into pedagogical practices but also advocates making it an integral part of classroom curricula. Writing-based courses are a perfect space to explore current discourses surrounding disability, especially as it relates to identifying and accommodating to learning differences and accessible spaces. This presentation contributes to the ongoing discussion of incorporating disability into pedagogical practices by using student-identified needs to better the campus environment for all students, able and disabled alike.

Adam Heiderbrink, Independent Scholar
"'Maybe you just weren't meant to be there': Challenging Socio-Economic Prejudices in the Computer Classroom"

We must talk about class. Socioeconomic status is the prevailing indicator to college success and failure. In this presentation, I will critique, (re)define, and envision possible In(ter)ventions working towards a more socioeconomically-informed computer literacy pedagogy and ask that others join me in this mission. To do so, I will synthesize the data I collected as a writing and digital skills tutor placed in a school district deeply affected by poverty.

Session G7: Saturday 10:00 – 11:15, Room JHSA 150-65
Panel Theme: Video & Sound
Chair: Jill Morris

Zach Warzecka, University of Texas at El Paso
"Video Composition as Distinctive Practice"

This presentation seeks to address the more distinctive practices and processes of videographic modes of composing. To this end the presentation will call upon a series of Actor-Network case studies of students and instructors engaged in documentary digital-video projects. Attending to the particularized rhetorical skills and processes of distinctive media, the presentation will argue, affords rhetors a more nuanced understanding of, and ability to cope with, differing modalities.

Todd Taylor, University of North Carolina – Chapel Hill
"Lessons from the Video Editing Interface"

This presentation explores perspectives and sensibilities enhanced or revealed by the increasingly widespread use of video editing software. This audio-visual presentation combines live discussion with recorded segments to illustrate changing and emerging rhetorical sensibilities encouraged by the growing role of filmic composition technologies. I will focus in particular on linkages between traditional rhetorical concepts and (re)in(ter)ventions of those ideas.

Casey Miles, Michigan State University
"The Multimodal Methods in Queer Video-making Practices"

Queer video-making offers a deep history of experimental, avant-garde, and independent moviemaking, particularly as models for making in a patriarchal and imperial cisgendered system of power (e.g. Hollywood, academia). In considering queer video-making practices through the lens of queer multimodality and video composition, this presentation intervenes in the multimodal composition conversation, moving from validation to production.

Jason Kahler, Saginaw Valley State University
"Responsibility in the Days of Digital Rhetoric"

Building upon the concept of rhetorical velocity, and expanding into a proposed concept of rhetorical volume, First Year Writing students can begin to understand their roles as both producers and consumers of rhetorical materials and their responsibilities in both circumstances.

Session G8: Saturday 10:00 – 11:15, Room JHSW 243-50
Panel Theme: Crowdsourcing
Chair: Erin Schaefer

Chet Breaux, University of Louisiana at Lafayette
"The Fall of Wikipedia: When Crowdsourcing Fails"

Despite contrary popular assumption, there is a growing body of evidence that suggests Wikipedia contributions are decreasing at alarming rates. Individual vandals and gangs of editors are now degrading large swathes of Wikipedia's content, rending the resource even more suspect to an already skeptical educational landscape. In this project, I present some of the reasons for this decline, but also provide some arguments concerning changes that academics can make to help support the open knowledge movement.

Erin Schaefer, St. Cloud State University
"Crowdsourcing: A Model for Communication and Collaboration in the Classroom and Beyond"

This presentation will examine how crowdsourcing can be used as a model for communication and collaboration in the classroom and beyond. I will provide ideas for classroom assignments and activities that encourage the kind of collaboration present in crowdsourcing, including how students can use crowdsourcing to develop personal learning networks.

Jeremy Tirrell, University of North Carolina, Wilmington
"Mechanical Turks in the Era of Technoliteracy"

Constructions of technoliteracy positing a progressive narrative from orality through literacy to digitality overlook the radical significance of computer networks' emergence. As intelligible symbols for these meta-intelligences, we have become newly post-literate. This presentation applies new materialist thought to "mechanical turk" activities—distributed interpretive tasks that are difficult for machines but trivial for humans—to identify a productive role for humans in an era of technoilliteracy predicated on inventive correlation.

Session G9: Saturday 10:00 – 11:15, Room JHSW 110-162
Panel Theme: Ethics
Chair: Gerald Jackson

Gerald Jackson, University of South Carolina
"Circulating Rhetorics: Delivery and Mediation in Cryptocurrency Networks"

This presentation argues that an analysis of rhetorical practices circulating through digital communication networks illustrates the necessary relationship

between "delivery" and "mediation" as rhetorical concepts. Mediation as delivery demonstrates how digital media is not simply an instrumental artifact, guided by human intentionality, which accomplishes a given task. Persuasive acts and identities are thus "delivered" in a variety of unpredictable ways, many of which might not even register as rhetoric but nonetheless perform persuasively.

Neil Simpkins, University of Wisconsin – Madison)
"The Rhetorical Possibilities of Trigger Warnings"

This presentation will explore the use of trigger warnings in their context on sites like Tumblr and LiveJournal as well as how they are conceptualized in institutional documents. I will argue that in online writing trigger warnings allow writers a rhetorical tool to address an audience that accounts for disability and show how writing can make both the mind and body vulnerable. I will also consider their potential use in college writing classrooms, helping students and faculty navigate the kairotic space of the classroom.

Karen Lunsford, University of California, Santa Barbara
James Purdy, Duquesne University
"IP Stories in Writing Studies: An Intervention Against Censors, Spurious Take-Down Notices, Outrageous Publication Fees, and Other Abuses of Intellectual Property"

Although anecdotes abound about teacher-scholars and editors being challenged about intellectual property (IP) issues, we lack the documentation needed to leverage change through formal efforts to revise U.S. federal law (such as commenting on proposed legislation) and through efforts to define coherent journal/editorial policies. In this talk, we present our intervention in current debates over emergent IP issues: two related, empirical projects designed to formally document IP challenges and their effects on publication in our community.

Bryan Jones, Oklahoma State University
"Welcome to My Parlor: Exploring Ethos as a Dwelling Place in the Case of Anonymous Hacktivism"

By evoking the superhero V from *V for Vendetta* in much the same way that artificial intelligence systems create a "persona effect," the hacktivist group Anonymous gains the trust of several people who seek more radical conceptions of democracy and justice. In this paper I explore the classical conception of *ethos* as a dwelling place in order to understand how Anonymous builds trust by welcoming people into V's parlor and inviting them to wear the mask in an act of solidarity. Anonymous wears V's mask to help establish *ethos* and allow for a

division between fascists and anarchists. This work will impact how rhetoricians understand the relationship between rhetoric and dissent in online environments.

Session G10: Saturday 10:00 – 11:15, Room JHSA 156-65
Panel Theme:
Chair: Gillian Bauer

Lindsey Fenner, Minnesota School of Business
William Foy, University of Wisconsin – Eau Claire
"Reinventing the Tablet: Examining the Possibilities and Problems of Tablet Computers in College Writing Classrooms"

The increasing ubiquity of smartphones and tablet computers has meant that student-writers have new choices when creating texts, including typographical, visual and aural possibilities. As with any new technology, using tablet computers as a writing medium has required both students and teachers to revise previous notions of how writing, computers, and students interact. Tablet computers can force a sometimes difficult reinvention of writing practices, made more difficult by the varying digital literacies that age, class, and access bring to the digital writing process.

Elizabeth Jones, Illinois State University / University of Illinois, Springfield
Gillian Bauer, University of Illinois, Springfield
"Electronic Feedback and Usability in the Composition Classroom"

Because of the strong presence of online instruction at our university, many instructors provide electronic feedback out of necessity, but these methods of commenting on student papers often mirror that of commenting on paper drafts. However, we must consider that students do not engage as thoughtfully or closely with typed digital feedback that recreates the conventions of paper feedback. We will explore the challenges and opportunities of e-feedback, in terms of usability for both instructor and students. We want to suggest, then, that e-feedback should draw on all of the affordances of technology instead of just emulating a paper model in a digital environment.

Lunch with Keynote

11:45 AM – 1:00 PM | MSC Great Hall
Dr. Meg Noodin, University of Wisconsin – Milwaukee

"Wenweni: Take Care"

Noodin will discuss the process of working with a publisher to create a bi-lingual book of poetry with a digital component, and how collaborations with Freshwater scientists can be used in a language classroom where students are learning one of Wisconsin's first languages. Most importantly, Noodin will share the reasons why she believes the bright screens, wires, and Internet can be an inspiration opposed to an impediment in language revitalization work and scholarship (ojibwe.net).



Meg Noodin is the Interim Director of Electa Quinney Institute for American Indian Education, and an Assistant Professor of English and American Indian Studies at the University of Wisconsin-Milwaukee. Noodin received both her PhD and MFA from the University of Minnesota and has research and teaching interests in anishinaabe (Ojibwe) language pedagogy and curriculum and indigenous and American Indian literature and culture. Noodin is also the president of the Studies in American Indian Literatures Association. She has several recent publications including *Bawaajimo: A Dialect of Dreams in Anishinaabe Language and Literature* and *Centering Anishinaabeg Studies: Understanding the World through Stories.*

Session H (Saturday 1:30 – 2:45)

Session H1: Saturday 1:30 – 2:45, Room JHSW 112-128
Panel Theme: Identity
Chair: Glenda Jones

John Jacobs, Clemson University
"Media-ting Identity"

Our identities are based upon our Ethos. Our Ethos is the sum of our actions. Our actions are based upon our choices, and today's choices are becoming standardized down to "believe the device, or do not believe the device." With our actions distilled down to use and belief (or lack thereof) in our mobile interface technologies, what is the governing force behind our actions… the man, or the machine?

Abigail Lambke, Avila University
"Sonic Literacy Beyond Oral and Aural: Identity in Recorded Voice"

While scholarship on sound often cleaves to either an oral (creation) or an aural (reception) concentration, this proposal argues that a theory of sonic literacy should focus on concepts that unite the two. As an example, I focus on identity markers in recorded spoken voices, arguing that they are purposefully crafted by the composer and navigated by the audience, thus concurrently engaging both creation and reception. The way identity is shaped in human voices is a unique feature of sounded texts and the ability to navigate them is a fundamental part of sonic literacy.

Candance Doerr-Stevens, University of Wisconsin – Milwaukee
"The Struggle and Appropriation of Sound in Radio Documentary"

Using ethnographic case study and Mediated Discourse Analysis, this study examines the multimodal composition of radio documentaries, looking specifically at adolescents' use of sound for communication and social position. Data was collected from a variety of sources, including field notes, class work, and final media projects. Findings reveal intense engagement in the sound editing process, as well as various multimodal struggles in which students appropriate different modes of sound to express nuanced views on the issue. This study has implications for the teaching of media literacy as well as research in multimodal composition and sound design.

Jennifer Buckner, Gardner-Webb University
"Aural In(ter)ventions of Body, Voice, and Composition"

This speaker will present findings from a study of attitudes, experiences, and composing practices of first-year composition students tasked with revising their writing into—and through—unfamiliar, digital sound materials. Drawing from composition studies and social semiotics, this speaker will frame composing as acts of semiotic remediation, attending to students' repurposing, understanding, and embodied responses to written and aural materialities. The speaker will present a theory about relationships between our perceptions of material resources and learning while expanding and introducing concepts such as disembodiment, dissonance, semiotic synaesthesia, resonance, and reflexivity.

Session H2: Saturday 1:30 – 2:45, Room JHSW 114-80
Panel Theme: Literacy
Chair: Jason Tham

Mary Tripp, University of Central Florida
"Exploring and Enacting Shifting Literacies through Artifacts"

Literacy practices change with the circulation of new technologies. These technologies produce physical objects (artifacts) which represent the literacy practices of the time. By examining these artifacts we begin to understand not only THAT literacy changes but HOW literacy changes as various technologies circulate through a culture. This presentation highlights an interdisciplinary collaboration between students, faculty, and library archivists to explore the shifts in literacy through both the production of physical and digital curated exhibits of literacy artifacts. The activity of curation creates new knowledge about literacy practices and enacts theories of new literacy studies.

Jason Tham, University of Minnesota
"Negotiating Networked Learning in the Era of Literacies"

This presentation explores how connectivism and networked learning might be used to enhance teaching and learning experiences in the writing classroom. I seek to demonstrate how personal communication devices, Open Educational Resources, and cloud-based computing could be integrated into the curriculum to cultivate interactive and self-directed learning, enabling students to acquire knowledge, collaborate with other writers, and establish their professional identities.

Chris Friend, Saint Leo University
"The Missing Link: Interventions for Enhancing Traditional Student Composition"

Typical composition courses have students create documents that are inherently print-centric, designed for the page regardless of whether that physical form is necessary or appropriate. Writing for electronic environments uses the hyperlink as an essential rhetorical element of communication, and traditional documents can easily be enhanced with hyperlinks using available, familiar tools. This presentation advocates for the incorporation of hyperlinks into composition assignments and instruction.

Janine Butler, East Carolina University
"Digital /Visual Literacies and Multimodal Strategies in the Writing Classroom"

This presenter, a Deaf PhD student who communicates through American Sign Language, discusses how her cultural and scholarly identity shapes her teaching approach in her first-year writing courses. This presentation will follow her discoveries teaching a first-year writing section with one hard-of-hearing student; specifically, the digital and multimodal strategies she used to communicate with all her students. The presenter's inclusive pedagogy could serve as an example for writing instructors who would like to design access to digital, visual, and written literacies for students with various learning styles.

Session H3: Saturday 1:30 – 2:45, Room JHSA 146-78
Panel Theme: Rhetorical Foundations
Chair: Jill Morris

Jill Morris, Frostburg State University
"Relocated Attractions at Modern Amusement Parks: Rebuilding an Experience through Rhetoric"

This presentation studies the interaction of experience architecture in theme parks with Burke's term *identification*. The presentation features one case study of Knoebels Amusement Resort. Knoebels focuses on buying older, used rides that are found nowhere else. In this case study, I focus on user/rider response to the Flying Turns. This information will be collected from online surveys posted at popular roller coaster discussion boards as well as family sites for Pennsylvania families.

David Sheridan, Michigan State University
"Making, Makers, and Makerspaces: The Virtual-Material Rhetorics of Digital Fabrication"

While literacy studies is notorious for coopting a wide range of human practices, in this case one of the earliest calls for seeing fabrication as a literate practice comes not from a language-centered scholar, but from the director if MITs Center for Bits and Atoms, Neil Gershon. This presentation explores the relevance of makerspaces and digital fabrication for the field of computers and writing.

Justin Hodgson, Indiana University Bloomington
"The New Aesthetic, Rhetorical Carpentry, and Writing/Enacting the Paradigm: the Centrality of Hyperrhetoricity in the Practices of Digital Rhetoric"

This presentation will explore the intersections of the New Aesthetic (Bridle) with the works of rhetorical carpentry (Brown and Rivers), new media (Wysocki), and writing the paradigm (Ulmer). It will specifically look at what Gregory Ulmer has offered as a condition of hyperrhetoricity and use it as a frame for understanding New Aestheticism and its potential impact/value to digital rhetoric studies and practices.

Session H4: Saturday 1:30 – 2:45, Room JHSW 110-162
Panel Theme: Gaming
Chair: Kristopher Purzycki

Joy Robinson, Georgia Institute of Technology
"Building a Community of Practice Using Video Game Pedagogy"

In this panel, I discuss using a video game as platform to build a Community of Practice. Through the game, students build a set of shared experiences from which to approach professional communication practices. The CoP helps to create student experts enabling them to communicate from this perspective. This view enables students to have a heightened consideration for the rhetorical principles and synergies involved in workplace communication. This model emphasizes problem-solving, and system thinking associated with the producer - maker mindset essential to the workers of the 21st Century.

Ryan Eichberger, University of Minnesota
"'Stories that burn like fire': Digital Literacy Practices in a Modding/Gaming Community"

This study explores the motivation for, and enactment of, highly complex literacies and information in a gaming/modding "scene," a subculture in which gamers intervene in official game content by modifying it and sharing their

modifications with other users. The site of study was a modding website that hosts over 44,000 authors, suggesting the curious power of modding and, potentially, its usefulness in generating motivation in composition courses. I explore how and why users learn digital literacies, raising implications for the role of play and the usefulness of complexity in literacy development.

Kristopher Purzycki, University of Wisconsin – Milwaukee
"Reading the Newsgame: Considerations for Using Games to Teach Critical Thinking Skills"

Intervening in the interpretation of a newsgame is vital to assist student writers in transforming their interaction with the text into a substantive critique; responses to "Endgame Syria" were invigorating yet most of the students did not enjoy the game due to a variety of reasons such as level of difficulty or fun, and the unsatisfactory way in which the player "wins" the game. While students are typically apprehensive about questioning the author of traditional texts such as personal essays or articles, they were more than willing to scrutinize the purpose and rhetorical strategy embedded in serious games.

Lydia Wilkes, Indiana University
"¡Te Amo, Sparklecow!: An Augmented Reality Game for Writing"

To what degree can an alternate reality game for writing enhance the experience of learning first-year or advanced writing skills? This study attempts to answer this question through observation, surveys, anecdotal experience, and interviews with students. Since all students are multilingual—international students from China, India, and South Korea—this study examines gaming pedagogy in that context. This research aims to build on the burgeoning research in gaming pedagogy for college writing.

Session H5: Saturday 1:30 – 2:45, Room JHSA 150-65
Panel Theme: Digital Surveillance
Chair: Estee Beck

Estee Beck, Bowling Green State University
"Sustaining Critical Literacies in an Age of Digital Surveillance"

While writing teachers and scholars have claimed critical literacies are necessary components in curriculums, educators must also find ways to sustain the existing critical frameworks in the face of prosumer labor and surveillance online to examine surveillance culture and mitigate data harvesting at the expense of privacy.

Lanette Cadle, Missouri State University
"An Invention for the Sake of Intervention: Google Glass and the Examined Life"

This presentation focuses on how Glass potentially functions as the ultimate personal extension of self for those willing to redefine how much privacy is enough, leading to the question, *is self-examination a bad thing if it means privacy withers away*? ? In the *Apologia*, Socrates makes his case for a life lived with careful self-examination and analysis. This is the potential for Glass, and a boon for writers and artists, especially creative writers and academics. It is also one with a cost: the increasingly blurry line between public and private identity.

~~Brian Ballentine, West Virginia University~~
~~"Systems In and Out of Control: Trolls and Trolling as Internet Norms"~~

~~This presentation begins with the premise from Parikka and Sampson's *The Spam Book* that that dysfunction within a system may be understood as a sign of the system behaving normally. Internet trolling is usually categorized as dysfunctional behavior but is studied here as a means of promoting sustained dialogue between parties that would otherwise not entertain counter viewpoints. Specifically, this study examines an online forum in support of the oil and gas industry and the trolling activities of forum participants who are opposed to hydraulic fracturing.~~

Session H6: Saturday 1:30 – 2:45, Room JHSW 243-50
Panel Theme: Multimodalities
Chair: Daniel Ruefman

Jaclyn Fiscus, University of Washington
"Multimodality and Service Learning: Creating Texts that Matter"

This presentation theorizes why service learning FYW classes should incorporate multimodal composition rhetorical analysis and production in their curriculum. Current Service Learning scholarship discusses how students can write about, write with, and write for community partners. To engage in any of those categories, particularly the latter two, it is important for students to learn how to rhetorically analyze and create multimodal texts because those are the types of texts created and needed by community partners.

Jeaneen Canfield, Oklahoma State University
"Merging Multimodal Pedagogy with Critical Pedagogy: The Day the Instructor Disappeared"

During a first-year-writing course lesson that discussed an upcoming multimodal composition, I provided an example of a composition for students to

discuss and critique and seek ways to improve their draft compositions. I temporarily withheld from them that I had authored the composition, and the resulting discussion became a wealth of information for critical analysis of my pedagogical approach. Drawing from multimodal scholars, as well as critical pedagogy scholars, I seek to explore the implications of a pedagogical strategy that combines multimodal pedagogy with critical pedagogy.

Stephanie Larson, University of Wisconsin – Madison
"Precarious Deliberation: Fostering Ruptures in Multimodal Public: Writing Assignments"

This paper draws upon case studies from an intermediate composition classroom to explore the intersection of democracy, multimodality, and public writing. Students have the opportunity to engage with a research method that embraces multimodal rupture and glitching as an evaluative measure for democratic deliberation. This research also speaks to a larger question of how we confront the role of democracy in the composition classroom.

Ryan Sloan, University of California Berkley
"Tumblr & the Framework of Rigorous Play: Digital Interventions for Multilingual Students"

How can the structured use of multimodal tools like Tumblr help to reduce the affective filter and improve critical reading, writing, and thinking skills for multilingual student writers? An argument for a cumulative, recursive, and interlocking framework that honors World Englishes while teaching the strategies of discourse negotiation and the principle of 'rigorous play'.

Session H7: Saturday 1:30 – 2:45, Room MICH 290-137
Panel Theme: First-Year Composition
Chair: Genesea Carter

~~Stephen McElroy, Florida State University~~
~~Travis Maynard, Florida State University~~
~~"Copy, Combine, Transform: Assemblage in First-Year Composition"~~

~~Little work has been done to operationalize the concept of assemblage on a curricular and pedagogical level. In light of this, the presenters crafted and delivered a syllabus for first-year composition whose guiding principle was assemblage as an entry into and framework for the practice, broadly construed, of making meaning. In this interactive panel, the presenters will describe the course in greater detail, relay some observations about the experience of teaching it, and invite attendees to consider what assemblage could mean to them for their own teaching and composing practices.~~

Genesea Carter, University of Wisconsin – Stout
"'Wait, we're not writing essays'?: Teaching Diversity Through the Profile in the First-Year Writing Classroom"

In this presentation I suggest how to guide first-year students' awareness of and reflection upon the diversity of their everyday lived experiences through two profile assignments: a profile of a discourse community and a profile of a place on campus. Diversity discourse encourages students to think about diversity beyond traditional, stereotypical terminology where "diversity" solely encompasses racial, ethnic, and sexual orientation. A broader definition can prepare students for the diverse discourse communities on and off campus.

Erica Lange, St. Cloud State University
"Talking Back: Constructing Ted Talks to Teach First-Year Composition"

Using Ted Talks as a genre to locate and dissect argument in combination with the small group construction of Ted Talks challenge the assumption that the essay is the measure of "all things composition." I have created a model of classroom activities that incorporate multiple learning styles while teaching students to collaboratively construct arguments beyond the realm of independent study. The analysis and collaborative composition of Ted Talks allows students an option to arguments in a different medium, genre, and process than that of the standard essay.

Vyshali Manivannan, Rutgers University
"'Teaching Tattoos': A Body(mod)-Focused Approach to the Composition Classroom"

Drawing on autonomism, media archaeology, and body rhetorics, this presentation combines an anecdotal and scholarly approach to thinking through the ways in which body modifications "disable" the body in the same generative sense as the "disabling" of language. I will suggest that incorporating modifications into a body-focused approach to the composition classroom affords more awareness of how we interface with physical and virtual environments, an increasingly central concern as technological innovation redefines literacy and subjectivity in academic and social spaces.

Session H8: Saturday 1:30 – 2:45, Room JHSW 113-49
Reimagining Educational Reform Through Composing for Understanding in the International Media Ecosystem
Chair: Rich Rice

Rich Rice, Texas Tech University
Kirk St. Amant, East Carolina University

Digital media have changed how we think about writing. Technological affordances allow us to reach distributed global audiences and to reimagine effective educational reform.

Session H9: Saturday 1:30 – 2:45, Room JHSA 142-78
In(ter)ventions and Applications: Considerations for Multimodal Instruction (an Interactive Wiki-Panel)
Chair: Elkie Burnside

Elkie Burnside, University of Findlay
Rachael Ryerson, Ohio University
Jennifer Stepleton, University of Findlay
Brittany Coomes, University of Findlay

The purpose of this panel is to explore potential in(ter)ventions and applications used for multimodal instruction. The interactive wiki exhibit offers three perspectives on the topic. These are exploring how to train instructors and develop confidence for teaching with multimodal assignments, using comics to help students make meaning between and among communication modes, and creating assessment rubrics through student-centered reflective practices.

Session H10: Saturday 1:30 – 2:45, Room JHSA 156-65
Online Models for Intervention: The Role of Community Building
Chair: Elizabeth Monske

Elizabeth Monske, Northern Michigan University
Kristine Blair, Bowling Green State University
Cameron Contois, Northern Michigan University

This panel of three seeks to offer a discussion about how to reclaim online education discourse through community building models in the area of MOOCs, online education, and online classrooms. The speakers would also like to engage in a more interactive format allowing participants to brainstorm community building strategies on their home campuses in their digital spaces between their students and colleagues, departmentally and university-wide.

Session I (Saturday 3:00 – 4:15)

Session I1: Saturday 3:00 – 4:15, Room MICH 290-137
Ethical Dilemmas and Pragmatic Issues when Applying Technoliteracies and Action Research
Chair: Pamela Takayoshi

Jessica Heffner, Kent State University
Courtney Werner, Hope College
Jennifer Cunningham, Kent State University
Pamela Takayoshi, Kent State University
Zachary Piette, Kent State University

These three presentations discuss projects that rely on action research, employing collaboration between instructors and students when researching digital literacies. Collaboratively, we step into problematic situations and try to change the patterns and trajectory that negatively impact our work. This panel explores the interventions needed in personal, professional, and academic spaces and the digital literacy and identities involved. The teams will demonstrate the ways in which power dynamics can be harnessed for positive results.

Session I2: Saturday 3:00 – 4:15, Room JHSW 114-80
Panel Theme: Collaboration
Chair: Jennifer Bankard

Ann Shivers-McNair, University of Washington
"Pedagogical and Technological Interventions in Peer Review"

This presentation will examine a series of interventions related to peer review. I will describe my pedagogical stance toward review as an intervention and the role technology played as an intervention in that space. Overall, this presentation will demonstrate the interventional nature of writing instruction, from the design of pedagogy to the leveraging of technological affordances in that instruction and the participatory design of new technologies to carry that instruction further.

Dustin Morris, Oklahoma State University
"More Than Group Work: Authentic Collaboration In the Composition Classroom"

Wikipedia offers a glimpse behind collaboration's curtain. It offers a fertile environment to show how collaboration can be effective and rewarding. But, I believe we need more research on digital collaboration as a process in order to establish the authenticity of collaborative, academic texts. I shall argue that highlighting the rhetorical strategies students must use during the construction of

a Wikipedia article showcases how collaboration can be effective in the composition classroom.

Elizabeth Davis, University of Georgia
"Rhetoric, Writing, and Tools: An Experiment in Team Teaching a Hybrid Digital Humanities and Digital Writing Course"

This presentation will examine an experiment in delivering introductory digital humanities concepts and tool-learning in a Writing for the Web course through a team-teaching approach that brings together faculty from DH and rhet/comp. This course is a "technoliteracy in(ter)vention" that tests the hypothesis that writing and research for digital media are, increasingly, complex design and programming activities that require moving from simple technical skills and Web 2.0 tools to more complex digital tool and technical fluency.

Jennifer Bankard, University of Southern California
"Digital Chronotopes: Synchronous Collaboration Tools and Writing Process Literacy"

Synchronous technologies such as Google Drive alter the time-space continuum of the writing process by creating what Bakhtin called a "chronotope," or "the intrinsic connectedness of temporal and spatial relationships." As a shared digital environment, Google Drive forges a link between time and space wherein the writing has to happen *here* and *now*. This presentation aims to illuminate the benefits and problems of synchronous tools by considering how Google Drive affects students' writing process literacy.

Session I3: Saturday 3:00 – 4:15, Room JHSW 112-128
Panel Theme: First-Year Composition
Chair: Genesea Carter

Natalie Whitaker, Missouri State University
"Writing and the Web: Using Web Design and Online Social Media in First-Year Composition Classrooms"

The inclusion of web design and social media in the composition classroom could effectively revitalize English departments and intervene in an era during which humanities and arts and letters departments are often viewed as behind the curve technologically. Modern technology has caused the development of literacy and communication skills that are structurally different from previous generations. I will theorize on these altered skills and perceptions and argue how FYC classes can adapt by using multimodal forms of composition that integrate more web-based structure, including web design languages and social media.

Samuel Head, Idaho State University
"In(ter)ventions in the Community: Blogging for Nonprofits and High-Stakes Writing within FYC"

Blogging has developed to include a wide variety of genres and modes that many freshmen students are familiar in. Most students are already familiar with online social media writing that connects them to a real audience. Assigning blogging for student writing provides students with a social media site with greater emphasis on textual production and that is a higher stakes kind of writing. Instructors can also connect students to their physical communities by centering their blogs around in(ter)ventions available to them through nonprofit organizations.

Stephanie Hedge, State University of New York – Potsdam
"Cell Phones, Transactive Memory, and You: Leveraging Mobile Writing in FYC"

Increasingly, students are relying on their digital devices as a kind of external, transactive memory. This presentation encourages writing instructors to acknowledge the complex and symbiotic relationship between students and their digital mobile tools, and offers strategies to incorporate those tools into FYC pedagogies to foster student development of effective and comprehensive writing habits.

Jill Pruett, University of Massachusetts
Ashlie Sponenberg, University of Massachusetts, Lowell
"Pedagogical Models That Build on Existing Digital Literacies Kindles in the Classroom and Teaching Boolean Logic Using Social Media"

We teach writing to students who are already technoliterate in ways that matter: they are used to interacting with small screens, and they're pretty savvy about finding some kinds of information on their own. When we teach these students how to read and research in digital environments, we're not starting with nothing: we're intervening in a process that's already underway, and we each teach college writing and research using strategies that exploit—we mean build on—skills students already have.

Session I4: Saturday 3:00 – 4:15, Room JHSA 146-78
Panel Theme: Social Media & Activism
Chair: Kimberly Hall

Caroline Dadas, Montclair State University
"Hashtag Activism as Interventions: The Promise and Risk of 'Attention'"

This presentation examines hashtags as a technological intervention, drawing on Ahmed's concept of attention to urge us to think more critically about what becomes backgrounded when we use hashtags to intervene in social causes.

Julie Nelson, North Carolina Central University
"Emotional Technoliteracies: Pathos in Social Media and Identity Creation"

In this presentation, I assert that we haven't yet fully engaged with the study of *pathos* in social and other emerging media. Thus, I pursue the following questions in my presentation: 1) In what ways are emotions represented and circulated in social and other emerging media? 2) How can we develop pedagogies that explore and help students make use of these emotional technolitercies? In addition to examining scholarship related to these questions, I will share several assignments that I believe develop students' emotional technoliteracies.

Kimberly Hall, University of California, Riverside
"A Troll by Any Other Name?: Utilizing Social Media Ethics in the Composition Classroom

This presentation explores controversial issues in social media, such as the dangerous trolling characterizing #GamerGate, the Whisper rumor-mill, and the anonymous reviews of RateMyProfessor.com. In this presentation I discuss how composition and rhetoric teachers can utilize complex social media issues, such as anonymity, cyberbullying, and trolling. I highlight recent high-profile controversies to demonstrate how such issues might spur engaged and insightful discussions and assignments.

Andrew Roback, Illinois Institute of Technology
"'Should I say that?': Venting, Repercussions, and Self-Censorship on Social Media"

I will examine repercussions associated with venting on social media in traditional and academic workplaces, and trace these issues back to early cases of social media related firings brought before the National Labor Relations Board. I'll discuss repercussions in two case studies (a nurse fired for posting a picture from an operating room, and Steven Salaita, who was denied a position at UIUC after a Twitter tirade); the negative consequences of self-censorship;

and possibilities for intervening in unwanted social media behavior rather than enforcing a workplace policy of immediate dismissal.

Session I5: Saturday 3:00 – 4:15, Room JHSW 110-162
Proactive Interventions: Course Design to Increase Student Persistence and Retention
Chair: Leslie Jewkes

Jennifer Black, Boise State University
Jill Heney, Boise State University
Leslie Jewkes, College of Western Idaho
Debra Purdy, Boise State University
Stephanie Cox, Boise State University

Despite the development of digital tools to help with teaching and learning, often instructors' attempts to retain struggling students are implemented on the back end of problems. If, however, we design and deliver our courses with proactive interventions aimed at improving retention and persistence, our efforts may be more effective and efficient. We designed interventions for our hybrid and online classes in technical writing, humanities, and first-year writing. In this presentation, panel members will share the results of our research, including retention rates, survey results, and our perception of the time and energy we expended.

Session I6: Saturday 3:00 – 4:15, Room JHSA 150-65
Reinventing Digital Composing: How Comics and Materialist Rhetorics Are Revolutionizing Digital Composition Pedagogies
Chair: Oriana Gatta

Oriana Gatta, Indiana University of Pennsylvania
Aaron Kashtan, Miami University
John Silvestro, Miami University

Scott McCloud's *Reinventing Comics* sought to bring together the then-burgeoning internet and the then-faltering comics industry, outlining intersections between comics and digital distribution, arrangement, and invention to expand and revise comics' possibilities. McCloud thus generated a comics technoliteracy rooted in the composing possibilities of the internet. Yet, McCloud's subsequent publication Making Comics only briefly mentions digital comic composing tools and practices, largely ignoring the growing material and digital overlap in comic composition.

Session I7: Saturday 3:00 – 4:15, Room JHSA 142-78
LMS In(ter)ventions: Negotiating the boundaries of online learning platforms
Chair: Marcia Bost

Shawn Apostel, Bellarmine University
Marcia Bost, Shorter University
Karen Head, Georgia Institute of Technology
Leslie Valley, Eastern Kentucky University

Moodle. Blackboard. Desire2Learn. Coursera. There are dozens of "popular" online platforms and learning management systems (LMS) used in higher education, and their role in the way instructors teach and learn seems to be only increasing as hybrid, flipped, and online courses become more common. This panel shares intervention stories that focus on teaching in a MOOC, negotiating a standardized LMS, and discussion of strategies instructors can use increase their connection with students through the institutionally-mandated LMS.

Session I8: Saturday 3:00 – 4:15, Room JHSA 156-65
Inquiry, Focus, and Remediation: Three Uses of Digital Video in FYC to Engage Student Learning
Chair: Timothy Briggs

Timothy Briggs, Oakland University
Crystal Van Kooten, Oakland University
Megan Adams, Bowling Green State University

Recent scholarship in writing studies has focused on the role of digital video assignments in First-Year Composition. This panel explores how three writing instructors have developed, enacted, and reflected upon video composing pedagogies. The panelists will each describe their use of digital video in FYC for different purposes: encouraging and expanding research inquiry, narrowing the focus of an argument, and exploring the remediation of alphabetic texts into multimodal texts.

Session I9: Saturday 3:00 – 4:15, Room JHSW 243-50
Odd Genres: Beyond the Video Essay
Chair: Jason Loan

Jason Loan, University of North Carolina – Chapel Hill
Dan Anderson, University of North Carolina – Chapel Hill
Justin Lincoln, Whitman College

We've known for two decade that digital modes can yield transformations. And still the essay holds sway. This panel imagines and enacts something different.

From live screencasts and new aesthetics to experiments in information theory, structuralist film, and networked cultures to composing with interactive video systems, presenters examine alternative strategies for creating and engaging multimedia. We consider the role of open source programming, shifting conceptions of genres, and approaches that deploy layers, movement, simultaneity, feel, tempo, and pattern. The presentation itself will be performative, modeling ways of creating meaning through new modes.

Session I10: Saturday 3:00 – 4:15, Room JHSW 113-49
Learning to Use Digital Games and Play: Literacy and Praxis
Chair: Matthew Jackson

Matthew Jackson, University of South Florida
Codey Oswald, University of South Florida
Michael Sadler, University of South Florida

This panel offers insight on how educators can utilize game-studies to improve their environments and pedagogies, and examines some of the literacy barriers that continue to limit interaction with digital games for many. Speaker 1 examines how game-studies can be used to improve writing center practices, Speaker 2 argues that complex identity negotiations are one barrier to digital games literacy, and Speaker 3 presents ways digital games can be used to improve pedagogical practice and student engagement in the classroom.

Session J (Saturday 4:30 – 5:45)

Session J1: Saturday 4:30 – 5:45, Room JHSW 110-162
Panel Theme: Social Justice & Civic Engagement
Chair: Glenda Jones

Chris Scheidler, University of Louisville
"'Yes We Can' – Slacktivism and the Social Justice Warrior: Pejorative Identities that Dissuade and Discredit Activism"

An obvious but crucial motivation in activism is the belief of individual and collective agency: "yes we can." In this paper I examine the pejorative uses of Slacktivism and Social Justice Warrior (SJW) memes as counter-rhetoric embedded within a kairotic cultural ecology: specifically the embodiment of pathos as a discrediting of ethos. I then focus on the cumulative effects of dissuasion (dis-agent-ing) and discrediting in relation to activist invention and delivery. Finally I examine strategies of rebuttal to the counter-rhetoric.

Rory Lee, Ball State University
"Wrestling with Audience: Fans Hit the Mark as the YES! Movement Flips the Script"

In the arena of professional wrestling, fans can greatly impact, influence, and shape the delivered product both in the moment and going forward, yet at the same time, they too are being conditioned to react in a desired manner. This presentation explores the complicated rhetorical exchange between the most famous wrestling company, World Wrestling Entertainment (WWE), and its audience, contending that agency in professional wrestling is a tenuous and fluid concept that is informed by the use of various communication technologies.

Quentin Vieregge, University of Wisconsin – Barron County
"The Rhetoric of Audience Empathy: Why Love is a Practical Necessity for Critical Reading in the Social Media Age"

In this presentation, I argue that the ethics of reading with empathy should become paramount in composition and upper division writing courses. Empathetic critical reading is essential in response to the decontextualization of writing through social media interfaces. After giving multiple specific examples about how this decontextualization works, I will provide specific methods and examples for teaching empathetic critical reading in the classroom, especially as it relates to social media.

Session J2: Saturday 4:30 – 5:45, Room JHSW 112-128
Sustainable Techno-Literacies: In(ter)ventions in Space Design
Chair: Karen Head

Russell Carpenter, Eastern Kentucky University
Shawn Apostel, Bellarmine University
Dickie Selfe, Ohio State University
Kristi Apostel, Smart Thinking Inc.
Karen Head, Georgia Institute of Technology

This panel examines technoliteracy interventions through the lens of sustainable and responsive rhetorics. Speakers on this panel explore spatial and environmental sustainability through a discussion of the practices and approaches for designing, composing, teaching, and learning, all of which lends to interventions through the following innovations: in a specific space designed for multimodal invention and composing; in campus spaces at large that span academic units and the community; through hardware and software choices as well as faculty development; and through planning for spatial impacts on eWaste initiatives on university campuses.

Session J3: Saturday 4:30 – 5:45, Room JHSW 114-80
Transcontextual Interventions in Digital Literacy Research
Chair: Patrick Thomas

Stacey Pigg, University of Central Florida
Amber Buck, City University of New York – College of Staten Island
Patrick Thomas, University of Dayton

Sociocultural views of literacy rely on the concept of "practice" as a means of theorizing the situated nature of literacy. The concept of practice is unique in that it can both describe micro-level goings-on of small groups in ethnographically documentable ways and characterize the macro-level social structures recognizable as text making. This "embeddedness" of practice poses problems for conceptual understandings of literacy and creates the need for new methodologies that demonstrate connections across literacy practices and contexts.

Session J4: Saturday 4:30 – 5:45, Room JHSW 113-49
DALN Organizational Meeting
Chair: Cindy Selfe

Ben McCordle, Ohio State University
Cindy Selfe, Ohio State University

The Digital Archive of Literacy Narratives (DALN) is approaching its 6,000-submission milestone, and currently finds itself in the middle of a transitional phase (a new hosting partner, a 2.0 revision, new directorship, etc.). This organizational meeting, open to contributing partners, affiliates, and any other interested parties, will include a short presentation on the state of the DALN. This presentation will be followed by solicitation of feedback about building and sustaining the DALN going forward, and it will conclude with an open discussion about collection event strategies, incorporation of the DALN in teaching and scholarship, and other topics.

Session J5: Saturday 4:30 – 5:45, Room JHSA 146-78
Should There Be An App For That? How Apps Shape and Surveil Familial Bodies
Chair: Ann Shivers-McNair

Leslie Hutchinson, Michigan State University
Maria Novotny, Michigan State University
Ann Shivers-McNair, University of Washington

Balsamo (1996) argued that we must critically reflect on "the persistence with which gender and race hierarchies structure technological practices, thereby

limiting the disruptive possibilities of technological transgressions" (55). This panel seeks to return to Balsamo's arguments in light of the technologies we have been urged to use to monitor and structure our fertility, our female bodies, and our children's bodies. We focus on these demographics to make arguments about the degrees to which fertility apps and education apps surveil and orient us to practices and expectations about our body and the family.

Session J6: Saturday 4:30 – 5:45, JHSA 142-78
Transference, Technoliteracy, and the Writing Classroom
Chair: Brigitte Mussack

Brigitte Mussack, University of Minnesota
Dominic Mussack, University of Minnesota
Ashley Clayson, University of Minnesota

This panel explores two related issues: one is the tension that frequently arises in technologically rich writing contexts between functional literacies and critical literacies. Our exploration asks: in a course that heavily relies on or teaches writing, how can we strike a balance between a focus on functional, critical, and rhetorical literacies, when new technologies are constantly shifting and requiring us to reevaluate what it means to be functionally literate? We present three contexts of technoliteracy and transfer in order to discuss how we have dealt with these issues as teachers, students, and writers existing in a quickly changing digital landscape.

Session J7: Saturday 4:30 – 5:45, JHSA 150-65
Whistle While You Work: The Hidden Labor in Academic Play
Chair: Merideth Garcia

Merideth Garcia, University of Michigan
James Hammond, University of Michigan
Katherine Kidd, University of Michigan

Recent years have seen a sharp increase in the scholarly attention paid to academic labor, digital labor, and fan labor. This panel explores the ways that digital technologies continue to intervene in academic spaces, shaping narrative and writing practices of students, instructors, and scholars. Researching, publishing, and instructing with digital media adds a layer of labor that deserves critical attention in academic spaces that are increasingly desirous of scholars with digital skills while not necessarily attending to the labor involved in developing and deploying those skills.

Session J8: Saturday 4:30 – 5:45, Room JHSA 156-65
Mapping the Material Effects of 21st Century Authorship
Chair: Jason Markins

Jason Markins, Syracuse University
Chad Seader, Syracuse University
Jordan Canzonetta, Syracuse University

Writing and the teaching of writing continues to grow more complex due to shifting material restraints and affordances. As the material conditions of writing shift, so do notions of authorship and the identity of the author. To this aim, our panel looks at how a nuanced and critical understandings of authorship allows us to intervene with the unique demands of teaching writing in the 21st century, both in and out of the university. We argue that with a more critical understanding of authorship, teachers and writers could better navigate the shifting terrains of what it means to be an author in the 21st century.

Session J9: Saturday 4:30 – 5:45, Room JHSW 243-50
Panel Theme: Techno-Pedagogy
Chair: Sarah Young

Sarah Young, Arizona State University
"Too Much! Video Games and Informal Learning"

Informal learning takes place in multiple contexts. One context is video games. In games, players learn to be literate in the semiotic domain of the game space. Every gamer reaches a point where they turn off the video game they are playing though, and studying why gamers think they've played too much is important task because once a gamer turns off a game, they leave this particular space of informal learning. Doing a content analysis of affinity space threads provides insights into why gamers feel they have passed a gaming limit and ultimately helps identify impediments to informal learning.

Cruz Medina, Santa Clara University
Trish Serviss, Santa Clara University
Aliyah Morphis, Santa Clara University
Tiffany Ta, Santa Clara University
Jessica Lew-Munoz, Santa Clara University
Bryan Ton, Santa Clara University
Sean Romero, Santa Clara University

"Intervention and Access: FYC Outcomes, iPads, and Underrepresented Students"

This roundtable is made up of instructors and students in a scholars program for underrepresented student populations at a private Jesuit institution in Silicon Valley. The intervention of iPads in this program has taken place over the past three years and the instructors reflect on their joining the pilot program in progress, while the students relate their perspectives and the extent to which iPads have impacted their reading and writing.

Session J10: Saturday 4:30 – 5:45, Room MICH 290-137
Engaging Multiliteracies, Engaging Communities: The Digital Rhetoric Collaborative
Chair: Jenae Cohn

Jenae Cohn, University of California, Davis
Laura Gonzales, Michigan State University
Lindsey Harding, University of Georgia
Paula Miller, Ohio State University
Mathew Vetter, Ohio University
Anne Gere, University of Michigan
Brenta Blevins, University of North Carolina at Greensboro
Naomi Silver, University of Michigan
Heather Lang, Florida State University

This roundtable conversation seeks to explore the ways that digital academic publishers may enact and make spaces for the digital rhetorics they study. A space like the Digital Rhetoric Collaborative, operated through the Sweetland Center for Writing, explicitly confronts the divide between academic publishing and changing forms of communication, bringing to the fore concerns about how academics negotiate the space between traditional print epistemologies and forms of new media. In this roundtable, we will explore our experience developing and incorporating new literacies into our community, considering ways to galvanize our audience and enact the literacies that we promote.

Sunday – May 31

Session K (Sunday 8:30 – 9:45)

Session K1: Saturday 8:30 – 9:45, Room JHSA 146-78
Panel Theme: Mapping Social Literacies
Chair: Trevor Hoag

Trevor Hoag, Christopher Newport University
"Fists in the (Virtual) Air: Student Digital Activism as Technoliterate In(ter)vention"

The following presentation concerns my pedagogical experience of working with students at the University of Texas and Christopher Newport University toward the aim of having them produce digital activist in(ter)ventions. I will showcase various media artifacts/analyses "written" by students, including: social media, blogs/websites, images and infographics, maps and timelines, online memorials, collaborative ventures, and their showcasing of artifacts at what we have christened CNU's "Digital Activism Fair."

Clayton Benjamin, University of Central Florida
"Mapping Literacies: Using Google Maps to Facilitate Student Literacy Self Advocacy"

In this presentation, I argue that many of the critical pedagogies practiced in writing studies and digital humanities are also practiced by critical cartography. By using critical cartography practices, we can help students to understand how their acquisition of literacies are socially situated based upon physical constraint, such as how paces are governed by organizations, school districts, and governments. I report on small low-stakes assignments that ask students to critically map their literacies, to map potential sponsors of their literacies, and to create a narrative map that allows them to discuss their findings.

Minh-Tam Nguyen, Michigan State University
"Beyond Social Networks: Mapping the Landscape of Dynamic Online Communities"

Building off the rich history of social network analysis (SNA), this presentation will explore the need for new ways to visualize the dynamic nature online communities in ways that move beyond static representations offered by traditional SNA models. Using Tumblr as a site of investigation, this presentation will discuss how community members invent and intervene the online spaces they occupy in such a way that creates fluid, dynamic, and elastic bonds between community members. In order to trace, understand, and draw

meaning (visually and rhetorically) from these complex bonds, we must move beyond the limitations of existing models.

Chanon Adsanatham, University of Maryland
"Tweeting to Build Digital Counterpublics: Rethinking Epideictic Rhetoric through Thai Hastag"

This presentation examines the usage of Twitter to enact electronic civil disobedience in Thailand during May 2014, when a military coup seized power and outlawed public assembly. My presentation examines the rhetorical nature of their tweets, drawing upon my interviews with the tweeters and analysis of their microblogs. Utilizing circulation studies, rhetorical ecologies, and public sphere theory, I argue that Twitter constitutes a tactical epideictic space for constructing an e-counterpublic, and I propose a digital epideictic theory of microblogs to reconceptualize traditional understanding of epidictic rhetoric beyond the Greco-Roman paradigm.

Session K2: Saturday 8:30 – 9:45, Room JHSA 142-78
Panel Theme: Web 2.0 / Web 3.0
Chair: John Gallagher

Marijel Melo, University of Arizona
"'Hacking' the Writing Class: Engaging Web 2.0 Interfaces to Cultivate Contextualized Learning"

I will discuss the affordances of engaging web 2.0 interfaces (specifically the popular interface, Instagram) to create digital sites of praxis within the classroom to cultivate contextualized, situated, and playful learning. This presentation explores the theme of technology and education with a specific focus on hacking the traditional classroom space (often fraught with time and space constraints) into a space to promote student innovation and collaboration.

John Gallagher, University of Illinois
"Audience as Network: A Web 2.0 Circulating Discourse"

I present a short history of the term "audience" to offer "network" as a possible alternative to audience in the context of Web 2.0. Using actor-network theory, it argues that network is especially helpful for understanding the agency that non-writers have in the circulation of discourse in Web 2.0. Network captures the non-linear and unrelated making and remaking of readers' expectations, which in turns highlights the shifting nature of generic conventions and expectations. The outcome of this interpretation is that new genres can occur that challenge corporate and hegemonic discourse.

Brandon Hopkins, University of Central Florida
"Citation in Web 3.0: The In-Essay Hypertext Bibliography"

This multimedia presentation explores how the theoretical value of ethos as an Aristotelian appeal can inform choices and practical value assigned to reference and works cited pages in twenty-first-century composition instruction. Attendees are invited to consider a hyperlink citation style in an increasingly-digital composition classroom.

Laura Anne Carroll-Adler, University of South California
"Race, Writing, and Web2: Introducing Students to Online Discussion"

When NPR reporter Michele Norris came to campus to discuss her *Race Card Project* website, she provided an opportunity to examine topics of the course theme combined with issues of digital literacy and the rhetoric of public engagement. Students were tasked with evaluating the rhetorical task assigned on the website, which takes its cue from the pun on "Race Card" and displays 6-word comments on graphic "cards." In analyzing the rhetoric of the discussions that followed, students examined how the presentation of the material, including the *ethos* bestowed by Norris, affected the discussions that followed.

Session K3: Saturday 8:30 – 9:45, Room JHSW 112-128
Panel Theme: Women & Technology
Chair: Mike Edwards

Mike Edwards, Washington State University
"Our Daily Task Renew: Feminist Economics and the Prehistory of Computers and Writing"

This presentation investigates and calls attention to the 150-year pre-history of computers and writing from a feminist economic perspective in order to demonstrate and argue for the continuing value of attending to materiality and gender in Computers & Writing.

Hillary Coenen, Oklahoma State University
Rachel Chapman, Oklahoma State University
"Terms of Engagement: Mapping Methods of Feminist Historiographic Research"

"Terms of Engagement" synthesizes foundational and developing scholarship in feminist rhetorical research methodology through a bibliographic glossary visualized as a hybrid map. We present a map that illustrates the connective ways of engaging feminist rhetorical research through relationships between word occurrences which we have entitled, "terms of engagement," within the four texts on feminist rhetorical research methodologies. Our presentation will

outline our methods of categorizing these terms of engagement, detail the theoretical and methodological relationships we see forming between the terms, and demonstrate the potential for expansion of this project to include more terms and sources.

Carleigh DeAngelis, East Carolina University
"Women's Health and Fitness on Pinterest: An Examination of the Formation of Idealized Bodies"

This project examines the ways in which the sharing of ideas regarding the topics of health and fitness by women on the social media site Pinterest results in the understanding of universalized female body—a body that requires certain standardized practices to create and maintain. Because pinners use this space as a means of constructing idealized versions of themselves, the acceptance of a universal female body as ideal influences the way that these users understand interactions with their own health and wellness.

Faith Kurtyka, Creighton University
"'You can see the love and sisterhood': Embodied Visual Argument in a Social Sorority"

Multimodal composing practices offer new challenges in the ethics of representation. This presentation examines the multimodal, embodied performances of three writers in a social sorority attempting to "perform" their sorority's identity to a wider audience. I distill a five-step recursive and collaborative process the women use to create the sorority's collective public image and suggest ethical considerations of representing bodies for multimodal composition relevant to scholars across disciplines.

Session K4: Saturday 8:30 – 9:45, Room JHSA 150-65
Panel Theme: Social Justice & Civic Engagement
Chair: Laura Anderson

Elizabeth Bentley, University of Arizona
"Multimodal Inventions, Transnational Interventions: Decolonizing Imaginaries at an Online Social Change Museum."

Postcolonial scholars have begun considering the aesthetic as a means of disrupting the stigmatized visibility of Muslims promoted by the mainstream media. I will consider the aesthetic's de-colonial potential by analyzing an online multimodal art exhibit titled "Muslima: Muslim Women's Art & Voices." I argue that "Muslima" successfully disrupts imperialist narratives by plotting "networks and transformative interactions between" multimedia projects. By creating a networked open laboratory of socially conscious texts, IMOW models an innovative approach to online public pedagogy.

Kathleen Coffey, Miami University
"Developing Mobile Apps for Social Change: Stories of Success and Struggle"

My presentation will share the unique struggles that developers face when developing technologies for social and civic change through results and analysis of three in-depth interviews of mobile application developers. Not only will I be sharing their stories, challenges, and successes, but I will provide solutions in regards to shifting usability practices, as a way to resolve some of the central issues they faced in creating these applications.

Laura Anderson, Georgia State University
"Civic Engagement App: Empowering Slacktivist Rhetors to Enact 'Real World' Social Change"

This presentation blends invention and innovation with the potential of "clicktivist" rhetoric to empower activism in traditional spheres. Relying heavily on case studies, best practices, and innovative use of existing tools, I propose a new platform. The online public sphere holds great potential and challenges us to harness the power emerging rhetorical norms into "real world" change. Scholars often dismiss "clicktivist" rhetoric as merely symbolic; this platform directs amorphous, asynchronous, geographically disparate engagement toward performative rhetorical action (a ballot), geographic particularities (polling places), and kairotic synchronous action (election day).

Lee-Ann K Breuch, University of Minnesota
"The Case of MNsure.org and the Intervention of Citizen Writers"

This presentation shares results of a usability case study on MNsure.org, a supporting web site for Minnesota's health insurance exchange program for the Affordable Care Act of 2010. Social media played a prominent role in the MNsure.org website, and many people began using social media to share their experiences with MNsure and the website. This presentation shares examples of citizen writer accounts that "intervened" in the MNsure enrollment period and created a sense of transparency and accountability. The presenter will connect citizen writer accounts with Robert Johnson's vision of the "user as citizen."

Session K5: Saturday 8:30 – 9:45, JHSA 156-65
Modalities of Construction, Collaboration, and Conversation in Game-Based Pedagogies
Chair: Robert Gilmor

Rebeckah Shultz Colby, University of Denver
Robert Gilmor, University of Denver
Richard Colby, University of Denver

Our pedagogically focused panel will share three stages of teaching with games in a writing course, and we frame these presentations with three questions: How do we define games, and how might students see the potential of games based on their own definitions? How do we define or attribute a game's authorship, and how is the work of design determined in school comparable to the game industry? What possibilities for game design are determined by the media that students are familiar with as consumers or producers?

Session K6: Saturday 8:30 – 9:45, JHSW 113-49
Dual Identities as Digital Literacies: Student-Writer, Student-Teacher, and Teacher Interface
Chair: David Coad

David Coad, University of California, Davis
Mary Stewart, University of California, Davis
Aaron Lanser, University of California, Davis

Each speaker on this panel will address a duality particularly relevant to identity and digital literacy: student-writer, student-teacher, and teacher-interface. Together, these presentations represent three important facets of the discussion around how our field defines "literacy" for our students and ourselves as instructors and scholars of computers and composition. We will conclude the panel by inviting attendees to share their experiences with balancing the identities that characterize their own learning, teaching, and research.

Session K7: Saturday 8:30 – 9:45, Room JHSW 110-162
Technology Professional Development: Reflecting on the 30th Anniversary of CIWIC / DMAC
Chair: Stephanie Vie

Danielle Nicole DeVoss, Michigan State University
Alanna Frost, University of Alabama at Huntsville
Rik Hunter, University of Tennesee at Chattanooga
Cindy Selfe, Ohio State University
Stephanie Vie, University of Central Florida
Julia Voss, Santa Clara University

Debra Journet, University of Louisville
Moe Folk, Kutztown University

2015 marks the 30th anniversary of perhaps the most significant, national professional technological development offering in computers and writing: the Digital Media and Composition (DMAC) institute, offered annually at The Ohio State University; and its predecessor, the Computers in Writing-Intensive Classrooms (CIWIC) institute offered annually between 1985 and 2005.

Session K8: Saturday 8:30 – 9:45, Room JHSW 114-80
Talk to the Talkers: What is Academic Podcasting All About?
Chair: Courtney Danforth

Courtney Danforth, College of Southern Nevada
Harley Ferris, University of Louisville
Allison Hitt, Syracuse University
Kyle D. Stedman, Rockford University
Mary Hedengren, University of Texas at Austin

While many exciting pedagogical applications for podcasting are emerging (including some by members of our panel), our roundtable here will focus instead primarily on scholarly podcasting outside of the classroom. What does academic podcasting mean for individual scholars, academic programs or departments, academic journals? This panel includes representatives from four podcasts who will discuss academic podcasting's potential as academic research, as national service, as a way to build community, and as accessible multimodal scholarship.

Session K9: Saturday 8:30 – 9:45, Room JHSW 243-50
Panel Theme: Creative Writing Reapplied
Chair: Daniel Ruefman

Daniel Ruefman, University of Wisconsin – Stout
Technically Aesthetic: Teaching Poetics in Technical Communication for the Digital Age

Multimodal texts are at the heart of technical communication today. What many in the field fail to realize is the deep-seated relationship between the modalities of language in the study of poetics and the multimodal texts of today. My presentation will explore the value of poetics in professional communication, such as how elements of rhyme, meter, rhythm, alliteration, accentuation, and brevity can be applied to a variety of vocational texts suited for a range of rhetorical purposes. I will conclude by offering a few best practices for the integration of poetics in professional and technical communication curricula.

James Ryan, University of Wisconsin – Madison
Creative Writing and New Media Design: Reinventing Creative Writing Pedagogy

Creative writers in the academy continue to promote an outmoded print literacy as if New Media never happened. The implications of New Media for Creative Writing are significant and demand more thought and attention than they currently receive. I would like to present on existing scholarship covering the intersection between Creative Writing and digital media, and then argue that the whole field of Creative Writing must adapt itself to the times.

Session L (Sunday 10:00 – 11:15)

Session L1: Saturday 10:00 – 11:15, Room JHSW 110-62
Panel Theme: Collaboration
Chair: Valerie Robin

Valerie Robin, Georgia State University
"Delivering the Future of Writing: A Critical Analysis of Google Documents Using the Fifth Canon"

I take a critical look at Google Documents through the lens of James Porter's five component "theoretical framework for digital delivery." I walk through both synchronous and asynchronous features of a Google Doc exploring how we are represented through our Google identities, the accessibility of a Google Doc across platforms and devices, the possibility for many types of interactions, and the complicated relationship Google applications have with web economy. I will show potentials and limitations of online interactive writing, while problematizing the way we value the work of writing.

Jessica Johnson, University of Wisconsin – Milwaukee
"Digital Folklore in the Classroom: Urban Legends, Popular Culture, and Collective Knowledge Communities in Online Writing

Digital folklore draws on specific rhetorical strategies, collective knowledge communities, and popular culture theory to devise imagined monsters and other feared entities that simultaneously inspire and create anxieties within online writing circles. When used in the composition classroom, this can produce concerns over how students might negotiate between ethical and unethical writing. This presentation will examine these issues, as well as consider how online writing communities and audience reception in digital storytelling can help students utilize and understand the impact of technology in their writing.

Aaron Kashtan, Miami University
"Using Our Whole Vocabulary: Comics and Digital Design in First-Year Writing Classroom"

I connect two trends in comics pedagogy by arguing that comics can be used effectively to teach design thinking not only in the art school but also in the first-year writing classroom, and in both alphabetic and digital contexts. I argue for an understanding of comics creation as a design practice in which we use our whole vocabulary, seeing words and pictures not as opposite categories but as opposite ends of a single spectrum. I describe an assignment sequence in which I demonstrate how comics can inform our design pedagogy, even in assignments that don't necessarily involve actual creation of comics.

Session L2: Saturday 10:00 – 11:15, Room JHSA 146-78
Challenging Assumptions about Access to Technology: A Data-Driven Approach
Chair: Nicole Hancock

Nicole Hancock, Southwestern Illinois College
Lynn Reid, Farleigh Dickinson University

The presenters will report on the results of two different student surveys conducted on their respective campuses. The two surveys asked Basic Writing students to disclose their access to and levels of comfort with different types of technology. The results of these surveys challenge commonly-held assumptions about students' levels of access and digital literacy skills. The presentation will conclude with an interactive discussion about the implications this data might have for future faculty development initiatives.

Session L3: Saturday 10:00 – 11:15, Room JHSW 113-49
Media and the Dynamic Interventions between Authors and Users in Crafting Communities
Chair: Ashley Orwig

Ashley Clayson, University of Minnesota
Mary Orwig, University of Wisconsin – Eau Claire
Joseph Bartolotta, University of New Mexico

This panel examines how craft communities have been impacted by technological inventions. From pages in women's magazines soliciting the help of knitters on the home front in World War I to the vibrant and expanding cosplay community to a musician teaching her fans how to create their own music, this panel charts how technologies have established social networks, created access to expertise, and challenged corporate structures to foster craft literacies.

Session L4: Saturday 10:00 – 11:15, Room JHSA 142-78
Tracing Women's Technoliterate Experiences: Challenging Cultural Assumptions through Media Rhetorics, #GamerGate, & Activist Initiatives
Chair: Kristine Blair

Kristine Blair, Bowling Green State University
Samantha Blackmon, Purdue University
Liz Lane, Purdue University
Alex Layne, Purdue University

This panel serves as an "intervention" against continued material, technological, and cultural conditions that alienate, objectify, and harass women online and off. The presenters, through a focus on historical and contemporary media representations of women and technology, the case study of #gamergate, and the potential of activist work, such as FemFuture, question how feminists can develop sustainable, recursive connections among theory, practice, and political action to counter contemporary cultural rhetorics and realities that continue to limit women's representation and participation in technological spaces.

Session L5: Saturday 10:00 – 11:15, Room JHSW 112-128
Disability, Access, and Technology
Chair: Barbi Smyser-Fauble

Corina Becker, Autism Women's Network
Alyssa Hillary, University of Rhode Island
Barbi Smyser-Fauble, Illinois State University
Melanie Yergeau, University of Michigan

We need capacious and cripped theories of design, of which disability and disabled people need to remain a vital part. Our panel examines the generative possibilities of accessibility, especially in relation to communication, sociality, and mental disability. Our primary intervention is to suggest accessibility as an inventive framework, one that foregrounds community engagement and participatory design. The speakers on our panel include academics, activists, and non-profit representatives, each of whom speak to the ways in which access might be put into practice across discipline and community domain.

Session L6: Saturday 10:00 – 11:15, Room JHSW 114-80
Cyborg Pedagogies: Exploring the New Pedagogical Spaces of Composition
Chair: Scott Reed

Scott Reed, Georgia Gwinnett College
Wendi Sierra, St. John Fisher College
Jeremy Sarachan, St. John Fisher College

Haraway's classic "A Cyborg Manifesto" invites us to celebrate the blurring of boundaries, the repurposing of over-determined and socially-constructed technologies, the pleasures that come from embracing partial and fluid identities over essentialized and unified ones. The fluidity, situatedness, and constant partiality of the cyborg make it an ideal model to consider how we can incorporate hybridity into our pedagogies in productive ways. In this panel we use the idea of the cyborg and hybridity to explore new spaces for composition, including game design, critical making and Arduinos, and service learning.

Session L7: Saturday 10:00 – 11:15, Room JHSA 156-65
Reveling in Complexity: Synthesis, Investigation, and Curation in Multimedia Composition Pedagogy
Chair: Daniel Liddle

Daniel Liddle, Purdue University
Jeffrey Gerding, Purdue University
Carrie Grant, Purdue University

This panel considers how composition instructors can prompt students to synthesize complex activity without losing the rhetorical qualities that make such activities interesting. Panelists describe three separate projects taught in freshman composition over several semesters beginning in fall 2013. Our panel articulates three scaffolded pedagogical approaches that prompt students to draw upon a range of digital literacies to communicate complexity without compromising the robust details of specific rhetorical situations.

Session L8: Saturday 10:00 – 11:15, Room JHSA 150-65
Hunting and Gathering: Tweeting #cwcon
Chair: Ashley Hall

Michael Bagnall
Dan Anderson, University of North Carolina-Chapel Hill
Ashley Hall, Alma College
Emi Bunner, University of North Carolina-Chapel Hill

Programmers and scholars will present a live demonstration of the Computers and Writing Web site, with an emphasis on how the site recasts our

understandings of composing. From convergences with connected, communal, and conversational exchanges on the net to collaboratively developed open source modes of social exchange, the site serves as a sounding board for exploring the compositional dimensions of online platforms. This presentation will encourage live tweeting (which connects the physical and the virtual and will be archived on the site) as it takes up the role of twitter in the life of the conference and the construction of the site.

Session M (Sunday 11:45 – 1:00)

Session M1: Saturday 11:45 – 1:00, Room JHSW 243-50
Disability FTW! Activism, Embodiment, and Online Communities Roundtable
Chair: Mariana Grohowski

Allison Hitt, Syracuse University
Melanie Yergeau, University of Michigan
Dani Alexis Ryskamp, Western Michigan University
Ruth Osorio, University of Maryland, College Park
Alyssa Hillary, University of Rhode Island
Mariana Grohowski, Bowling Green State University

Speaker 1 analyzes the norming of women's bodies through breast cancer narratives of overcoming, desirability, and technological determinism. Speaker 2 examines the ways in which Autistic bloggers theorize their identities against the stereotypes promoted by clinical autism research. Speaker 3 argues that the rhetoric of self-care on disability-themed Tumblr communities complicates many of the foundational theories about the rhetoric of social movements. Speaker 4 takes a deconstruction approach to challenge the primacy of vocalized speech in autism discourse, especially in the context of a thriving online community of autistic self-advocates. Speaker 5 shares the digital, in(ter)vent(ive) practices of two disabled women veterans to substantiate that a feminist disability studies lens is a crucial complement to cyberfeminist notions of the digital practices of individuals in "exploited, oppressed, and dominated groups"—a category in which disabled American women veterans fall.

Session M2: Saturday 11:45 – 1:00, Room JHSW 114-80
Digitizing Analog Networks to Share, Showcase, and Reflect Student Writing
Chair: Michael Day

Michael Day, Northern Illinois University
Alison Lukowski, Christian Brothers University
Erika Sparby, Northern Illinois University
Dustin Marquis, Northern Illinois University

Members of Northern Illinois University's First Year Composition Program discuss the ways they employ digital tools to showcase student writing in presentations and ePortfolios.

Session M3: Saturday 11:45 – 1:00, Room JHSW 112-128
Composing with Creative Commons: A Technoliteracy In(ter)vention
Chair: Jen Ware

Jen Ware, Michigan State University
Ashley Hall, Alma College
Dustin Bissell, Alma College
Angie Kelleher, Alma College

Speaker one will share sample assignments developed for first-year composition and professional writing courses in collaboration with the writing center and librarian. Speaker two will share training resources designed for use by tutors in a writing center to support composition assignments that ask students to cite media objects. Speaker three will share resources used in classroom-based library instruction and/or at the reference desk. And speaker four will present "Powerless" an award winning web site where the specific strategies we will discuss have been successfully applied by students who learned not only how to work with and cite media objects created by other people circulating on the Web but also to discover and chronicle the stories of Michigan residents who spent over a week without power in December 2013.

Session M4: Saturday 11:45 – 1:00, Room JHSW 110-162
Sensing, Moving, Thinking, & Writing: Embodied Practices for a Digital Landscape
Chair: Nora Krystia

Michael Benton, Bluegrass Community and Technical College
Heidi Stevenson, Northern Michigan University
Nora Krystia, California University of Pennsylvania
Travis Margoni, University of Utah
Jamie Kuehnl, Northern Michigan University

This panel explores methods for intervening in the digital landscape of student literacy practices and establishes embodied practices for writing and research in diverse learning environments. This panel details how we (including our students and our pedagogies) use our bodies not just to sense, but to make sense, specifically, to process language and metaphor, and to make meaning. Panelists outline practices centered around mindfulness, yoga, food, film, and memory as both interventions and ongoing literacy practices essential to students and composition studies.

Session M5: Saturday 11:45 – 1:00, Room JHSA 146-78
Challenges and Possibilities for Student Writing Outcomes Using Video Feedback
Chair: Linh Dich

Linh Dich, Miami University
Andrea Hulshult, Miami University

This presentation will draw on research from two technical writing courses to examine the impact of screencast videos on students' writing and learning outcomes. This presentation will call attention to both the problems and possibilities that video feedback can present to students' writing processes by complicating video feedback as a pedagogical approach and practice for writing courses. The presenters hope that a more nuanced understanding of screencast video feedback will contribute to the changing contexts of feedback pedagogy and to help other instructors make more productive choices within this approach.

Session M6: Saturday 11:45 – 1:00, Room JHSA 150-65
Multimoral Video Pedagogy: The Role of Emotion, Empathy, and Engagement in Audio-Visual Writing
Chair: Dan Anderson

Bump Halbritter, Michigan State University
Crystal VanKooten, Oakland University
Dan Anderson, University of North Carolina-Chapel Hill

Presenters examine composing techniques and rhetorical strategies for video. The panel also explores the emotional and ethical aspects of working with video in the classroom and beyond. Presenters will consider the role of empathy in the rhetorical appeals of audio-visual projects and concerns of engagement and authenticity as they explore the experiences of students and their video projects.

Session M7: Saturday 11:45 – 1:00, Room JHSA 142-78
Visualizing Reading: Transmedia Assignment Sequences
Chair: Carrie Hall

Carrie Hall, University of Pittsburgh
Moriah Purdy, University of Pittsburgh
Kerry Banazek, University of Pittsburgh

This panel's speakers offer up three multimodal assignment sequences that aim to make reading tangible. The panelists claim our present moment as one in which pedagogical work on the complex, interactive relationship between reading and composing deserves renewed attention. The speakers' shared pedagogical investment in literal making visible of the reading process is linked to their shared goal of emphasizing the interdependence of reading, writing, and visual composing—which also highlights the interdependence of "old" and "new" or "digital" reading-and-composing practices.

Session M8: Saturday 11:45 – 1:00, Room JHSA 156-65
Panel Theme: A Workshop on Using Google Tools and Portfolios to Promote Self-Efficacy
Chair: Morgan Gresham

Morgan Gresham, University of South Florida
CeCe Edwards, University of South Florida

In this workshop, we will 1) describe and share the tools we are using to gauge self-efficacy (self-efficacy scales), 2) explain how we use Google sites programmatically for FYC portfolios, 3) demonstrate how to create Google Site Portfolios, 4) demonstrate how to embed Google Forms into Google Sites, 5) describe the assignments we are using to promote self-regulated learning based

on results of the self-efficacy scales, and 6) demonstrate how to link terms from self-efficacy scales to self-reflections.

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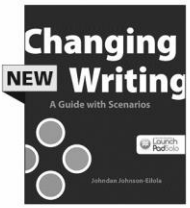
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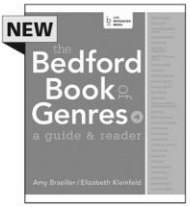


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